


VOCATIONAL AND MORAL GUIDANCE

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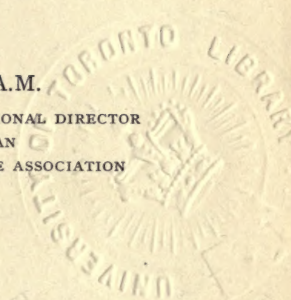
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VOCATIONAL AND MORAL GUIDANCE

BY

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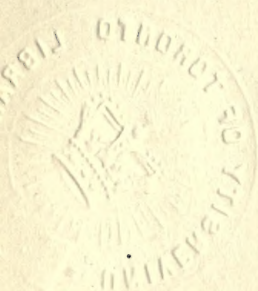
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TO
THE BOYS AND GIRLS
WHOSE LIFE PROBLEMS ARE THE SOURCE
OF THIS BOOK

PREFACE

This manual of vocational and moral guidance is prepared in response to a demand for more detailed information regarding the work that was originated by the writer in the Central High School of Grand Rapids, Michigan.

The bibliography appended has been compiled with the assistance of the Grand Rapids Public Library. Mr. Samuel H. Ranck, librarian, has placed every privilege at the disposal of the writer and has coöperated in the preparation of the lists. This bibliography is not exhaustive. The lists that have appeared in earlier bulletins have been thoroughly tried out. Books that did not prove valuable in the hands of the pupils or the teachers have been discarded. The attempt has been made to select a few books that were adapted to the pupils of the several grades, and that were most suited to the purpose of the work in hand. As new books are constantly appearing along the lines studied, teachers and counselors should be on the lookout for up-to-date material in this rather new field.

Practically no references have been made to periodical literature, for it seemed impracticable to attempt a bibliography of this type. It should be noted, however, that vocational and moral topics are receiving more and more attention in the current magazines. Professional and business journals, too, representing a great variety of vocations, contain from time to time articles of value to the student

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interested in some particular vocation. All this material should be used a great deal by both teachers and pupils.

Realizing the fact that many localities are ready to begin work in vocational guidance, but are not familiar with the details of getting the work under way, a collection of blank forms, outlines, and reports has been added to show how others have attacked the problem. For these the author is indebted to the workers who have so readily contributed their material for this purpose.

An expression of sincere appreciation is due to the teachers of English in the Grand Rapids Central High School who have taken up the work of experimentation so sympathetically and so loyally, and whose suggestions have proved so valuable in completing the scheme outlined in these pages. Special credit is due to the work of one of these teachers, Miss Nellie M. Hayes, who has been of great assistance in preparing the manuscript of this book.

The movement for vocational guidance is now in its beginning. Each worker is attacking the problem from his own point of view. In fact, not all have yet agreed upon a definition of the term "vocational guidance." In preparing this manual the writer realizes that much of the work suggested is still in the experimental stage, and that his own ideas are in a process of constant transformation. These pages have been written solely with the idea that the suggestions made may be of help in starting others in the field of investigation and experiment, and with the hope that the ideals set forth may prove to be an inspiration to all readers who may be interested in the vocational and moral guidance of youth.

J. B. D.

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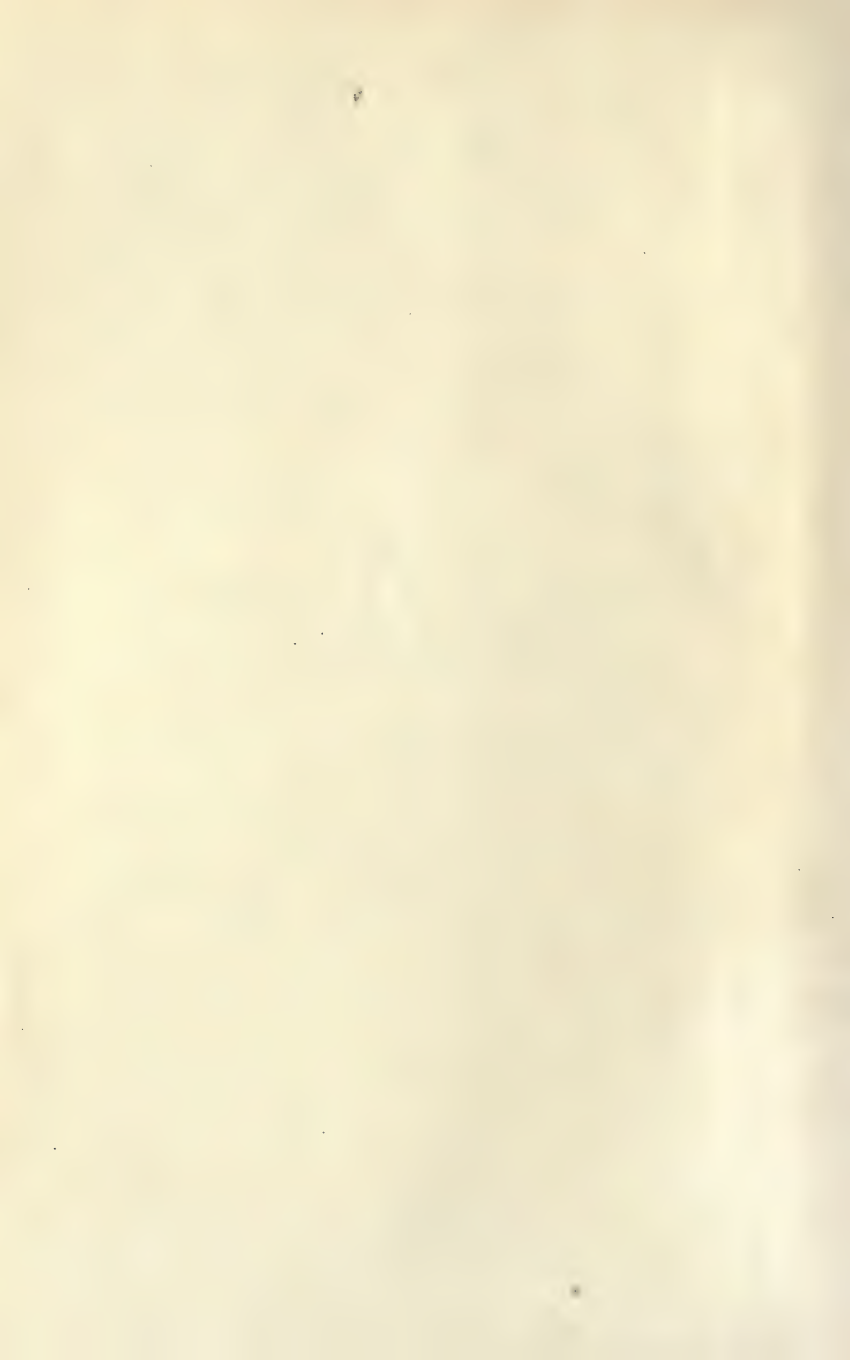
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PART ONE

VOCATIONAL AND MORAL GUIDANCE THROUGH EDUCATION



CHAPTER I

INTRODUCTORY

The secret of success in life is for a man to be ready for his opportunity when it comes. — DISRAELI

Why do from fifty to seventy-five per cent of the pupils who enter the high school leave before graduation? Why do fifty per cent of those who finish the eighth grade or meet the requirements of compulsory education never enter the high school? What are the causes of failure to do passing work in the high school? What causes underlie certain conditions made evident in student life by the kind of outlawry and disorder that indicates a lack of loyalty to the school and an antagonism toward authority? These are questions that educators have been asking and discussing for many years. Some will answer that the school does not offer what certain pupils need and, therefore, that they either leave or remain a restless and disturbing factor in the school. This is undoubtedly true as far as it goes, but it does not tell the whole story. The introduction of vocational courses in the high school and the establishment of industrial and trade schools will hold many of those pupils who have heretofore dropped out, and will keep their interest for a time. However, a little deeper study into the answer to these questions will show that the foundation of the difficulty lies in the problem of getting the pupil into

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the right school, starting him in the right course of study, and giving him an aim that will hold his interest.

In spite of the fact that so large a percentage of our pupils do not enter the high school and that so many drop out before graduation, high schools are universally crowded, and but few cities have been able to erect buildings fast enough to meet the demand for secondary education. This increasing desire for training beyond that of the grammar school is introducing new problems into the field of secondary education. The high school of to-day is a very different institution from that of ten, fifteen, or twenty years ago. The course of study has been revolutionized. Teachers of long experience claim that they cannot maintain the high standards of scholarship that they formerly held. The very composition of the school itself has undergone a great change, and in this fact lies the basis of our difficulty. The high school was originally a preparatory school for college or university. Then, the pupils who attended were from the well-to-do families and were looking forward to the learned professions. To-day, the pupils are from all manner of homes and represent every nationality; they are of varying types of mentality and are destined to follow widely differing walks in life. The great problem of the cosmopolitan high school or of secondary education in general is to assimilate this great mass of students who are sent on every six months to be prepared, not necessarily for the college or the university, but for the work-a-day world as well. This means, again, the problem of adjusting the individual pupil to the right school, the right course of study, and the right aim in life, according to his peculiar qualities and abilities.

INTRODUCTORY

The great demand for vocational guidance has arisen from the evidence of so great a number of misfits in life. Vocation bureaus are doing a noble work in helping these poor unfortunates to adjust themselves and to start over again in a more fitting vocation. How much more worthy the demand to prevent the existence of these misfits ! Undoubtedly the public schools are guilty of causing many of these unhappy failures in life. The transformation that is at present taking place in our educational system is big with possibility for the future generations, but we must remember that the changes are being made in the interest, not of industry, nor of commerce, nor of professional careers, but in the interest of the individual child, that he may become a self-supporting, contented worker, successful according to his ability, and useful as a loyal citizen in his community.

It is with this great transformation in our public school system in mind that the plan of vocational and moral guidance outlined in this volume is set forth. If by means of the suggestions made, some lives may be led into right paths ; if the methods of the schools may be made to savor less of the middle ages and more of modern life ; and, if the revolution that is bound to come in our system of education may be brought about without upheaval, this volume will have performed its mission.

CHAPTER II

THE PROBLEM OF VOCATIONAL GUIDANCE IN THE PUBLIC SCHOOLS

The true teacher finds his crowning opportunity in revealing to his students some appealing career and compelling purpose which shall be to them what teaching is to him. — ANON.

Much of the failure and disappointment in life and possibly much of the crime that abounds may be attributed to the fact that so large a proportion of our youth go out from our public schools imperfectly prepared to meet the demands of the world in which they find themselves compelled to make some kind of a living. Accepting as sufficient for all purposes the elementary training that the law may force upon them, a vast army of children, several million strong, drop out from our public schools every year to enter the fields of unskilled labor. Drifting about from one occupation to another, they seem to mix themselves up about as unsatisfactorily as if some superhuman power had shaken them up in a mighty deal box and had thrown them in every direction. All about us we find men struggling along in occupations for which they have no liking or fitness. A mechanical genius is wasting his time at the law, and many a physician would have made a better farmer. The unskilled laborer is chafing at his task and rarely can see that his real need is the education that will lift him out of his thralldom. That the world is filled with

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men and women who have not found their proper places in life, who have not risen to the highest that their abilities demanded, who have not made use of the power for service that it was their privilege to seize, is a self-evident truth. Thoughtful people are seeing that our public school system, as efficient as it may be to-day, is under some obligation to this vast throng of unfortunates, who may be considered, in part at least, as victims of its neglect.

The fact that the public schools have failed to meet the needs of the masses is a result of antecedent conditions from which the secondary schools have been slow to free themselves. Higher education in this country was founded for the ministry and slowly broadened out to include the other learned professions. The academies and high schools were expected to prepare students for the universities. Only in comparatively recent years have the universities extended their courses to include engineering and other special departments, and, even with the opening of these wider fields of opportunity, they have allowed the entrance requirements to remain dominated by the traditional academic curriculum. As a result, the high school course of study is still under this powerful influence, and much of its work is preparatory for professional rather than for industrial or commercial life.

The wave that is now sweeping over the country for more of the practical in education is forcing upon the high school a very difficult situation. While the large high school of the city is attempting to meet this demand, it must be remembered that the present excellence of the high school curriculum is due to that very dominance of the college that it is now attempting to throw off. Whatever the changes

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that may be made, each *new* subject must meet a standard of educational value that is the equal of any part of the present curriculum. When this has been accomplished, and not until then, should the high school demand that the college accept these new courses as a preparation for entrance.

But what about the high school as a preparation for entrance into the great university of the world's activities? Modern business has developed most wonderfully along all lines during the past decade and is now demanding trained men with no less preparation for their life work than that of professional men. Business methods have been reduced to a science, experts are required for all lines of progress, and efficiency has become the key word to success. Large corporations are looking for young men whose ability and training have given them the power to grow in their work. From the fact that so large a proportion of the graduates of the public schools do not enter professional life or even go to college, but go out into the wide world of business opportunity without chart or compass, we must realize that the traditional curriculum is failing to meet the requirements of modern civilization. In the light of the present demand for efficiency in all undertakings, the by-product or waste of the public schools is sufficient to force them into bankruptcy and to demand the appointment of a receivership. With approximately ninety per cent of those who enter the first grade dropping out before the year of graduation from the high school, there must be some real and practical reason for their deliberate action. While many may leave for causes beyond their control, my observation and investigation show that fully sixty per cent of those who leave the high school do

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so because it does not offer them what, in their opinion and experience, they need for the work that they desire to enter or feel that they are called to do. Not having been given a vocational aim, they drift into the first job that offers, and in the school of "hard knocks" they stand or fall without the aid that the schools should have given them.

The great majority of men now past middle age will testify that they came into their present occupation almost entirely by chance. Very few can say that they had a definite ambition and planned to reach a certain goal. The history of most men is one of drifting—drifting through school as far as they went, drifting into the first occupation that seemed to offer immediate returns, drifting from one thing to another until some fortune, good or bad, fixed them at one occupation for the remainder of their years. Those who succeeded to a comfortable position in life did so largely as a result of moral character rather than of training—as a result of favorable influence and opportunity rather than of schooling. Those who are living unhappy lives of discouragement and failure were possibly lacking in moral qualities and may not have had an equal opportunity. The fact remains that in the lives of most men there has been a great loss of time and energy in the search for their place in the world's work. The main cause for this great economic loss may be laid at the door of our public schools. We have failed to inspire our youth with the necessity for an aim in life. We have held out the ideal of education as a means to professional careers, and have ignored the fact that the right sort of study in preparation for other careers is just as worthy and just as necessary as for those designated by high-sounding titles.

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In response to these demands the curriculum is rapidly undergoing changes that are somewhat revolutionary in character. Colleges and universities are hastening to meet the conditions that secondary schools are placing before them as a righteous demand of the people who support the schools. What the future content of the high school curriculum will be is not yet fully worked out. However, it can be seen that the practical side of life is to have its due consideration. Improved commercial and industrial courses will be evolved, and wider opportunities will be given our boys and girls to choose their training and to prepare for broader fields of service. Yet this will not of itself solve the problem of securing for the individual the particular line of training that may be best for him, for it will be seen at the outset that this very opportunity of immature pupils to make such a choice, brings us face to face with a most serious problem. The so-called "elective" system was the beginning of the movement for pupils to follow what seemed most profitable to them, and the success of this system has often been called in question. However, the old curriculum was so dominated by purely academic subjects that a pupil finding himself on the wrong line of study could change about without very serious loss in his preparation for his future work. But the recent introduction of technical and commercial courses, and in many cities of trade or industrial schools receiving pupils at from fourteen to sixteen years of age, will force many pupils to make a very positive choice of a career very early in life. Having once decided between an academic course, a business, or an industrial course, the pupil will find that they diverge more widely as the work goes on, and that the

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possibility of changing means an ever increasing loss of time and work. Hence, of all the problems that have been placed upon the public schools for solution, there is none more difficult, more fraught with danger, or more full of splendid possibility than that of guiding each boy and each girl into the course of study or the kind of school that will best prepare them for that particular field of service in which they may be most truly successful.

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CHAPTER III

THE PROBLEM OF MORAL GUIDANCE IN THE PUBLIC SCHOOLS

Religion, morality, and knowledge being necessary for good government and the happiness of mankind, schools and the means of education shall forever be encouraged. — Ordinance of 1787

The first public schools established in America were particularly strong in religion and morals, and from the modern point of view very meager in the field of knowledge. A glance over the records and textbooks of the early days will show the strongly religious trend of teaching. Noah Webster's Spelling Book of the edition of 1843 contains a Moral Catechism, which bases its teaching upon the authority of the Bible, and treats of humility, mercy, peacemaking, purity of heart, anger, revenge, justice, generosity, gratitude, truth, charity, avarice, frugality, industry, and cheerfulness. Selections for reading were chosen for their patriotic or moral sentiment rather than for their literary or informational value. Indeed, every source of information regarding the early history of education in this country indicates that the chief aim of all teaching was moral and religious.

Since the Civil War the entire history of our country has changed in a most astonishing manner. We may be too near, even yet, to see clearly what it all means. But in all walks of life — commercial, industrial, and educational

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— we have witnessed great changes. To-day our schools are crowded with such a mass of subjects, such a variety of information — scientific, industrial, and historical — that both teachers and pupils are overwhelmed with its volume. No wonder that we have forgotten religion and morality in our effort to cram the youthful head with all the progress of the most wonderful age of the world's history. Our public schools are not unmoral nor have they entirely eliminated religion from their teaching, but we have given up in a large measure the attempt to develop systematically the moral and religious nature of our pupils. Individual teachers are still the inspiration of many lives, but we have not yet brought this most important side of our work up to the scientific standard of all our other teaching. Whether those who go forth from our schools to-day are weaker in moral character than those of the early days can never be proved. Just how much of the immorality and indifference toward religion of the present age can be charged to the public schools cannot be determined. Nevertheless the standards of moral conduct, the ideals upon which honest living and sound business stand, are the ideals of the public schools. We are, however, coming to realize that something more than an occasional or accidental method of applying ethical lessons is necessary.

If experience in the schoolroom did not bring about this realization, a closer relationship between the school authorities and the employers who receive their product, would soon force educators to see that graduates of the public schools are not prepared for business life without having acquired definite moral qualities. Principals and teachers are constantly being asked to answer letters of inquiry and

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to fill out blank forms regarding the qualifications of some graduate or former pupil who has used their names for references in applying for some position of trust or responsibility. Among the questions asked are the following:

Has your acquaintance with the applicant been sufficiently intimate for you *personally* to judge his character and habits?

To the best of your knowledge does the applicant use, or has he ever in previous years used, intoxicating drinks, tobacco, morphine, or opium?

Does he use vulgar or profane language?

Is he industrious, careful, thorough, honest, truthful, trustworthy?

Have you ever heard that the applicant was suspected of intemperance, gambling, speculating, extravagance, dishonorable conduct?

Do you consider the applicant a safe and proper person to be guaranteed by this company, and one whom you would yourself trust? ¹

The character of these questions indicates the fact that employers and bonding companies are vitally concerned with the moral qualities of applicants. I have often been called upon to find a young man for a certain position. When I asked the employer whether he wished the applicant to know certain things, he invariably replied, "We will teach him the things we wish him to know. What I want you to do is to help me find *the right kind of a fellow.*" Further evidence of the demand of industry and commerce for moral qualities is found in the following questions taken from application blanks:

Are your habits sober and temperate? Have they always been so? Do you use liquor or narcotics of any kind? If so, what?

Do you use tobacco; smoke cigarettes?

¹ The Personal Record Press of Kansas City, Missouri, has prepared a splendid chart of these questions and others for the use of schools, etc.

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Have you ever played cards for money or engaged in any other form of gambling?

Have you ever "played the races" or speculated, and do you now occasionally speculate?

Have you any tastes or habits which are extravagant in proportion to your means?

Have you ever been convicted of any crime or misdemeanor or arrested on any charge?

These application blanks would show from their content that the employer is far more concerned with the character of the applicant than with his record of scholarship. It suggests that we ask ourselves the question, "With which are we more concerned?"

If it were possible to make a study of the causes of the failures that men make of their lives, — and by failure I do not mean the mere loss of money, — such an investigation would probably reveal to a startling degree the moral weaknesses of the human race. Each thoughtful man, from such data as he may have at his command, can estimate that nearly every person who makes a failure of his life opportunities, is at fault in some point of character. This being true, we should expect business men and employers to be even more interested in the moral guidance of youth. And we certainly should expect the public schools to consider it an essential part of education for efficient living, systematically to teach youths the obligations of life, its moral code, its obstacles and pitfalls, and the necessity of rightly adjusting themselves to its social relationships.

For a number of years there has been an increasing interest in this problem of moral instruction in the public schools. The National Educational Association has a commission at work upon a plan for such instruction; the

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Religious Education Association has devoted much of its attention during the past two years to the problem; and several state associations have appointed committees to make investigations. Indeed, educators are quite generally awakened to the importance of the question. Yet whenever an attempt has been made to introduce the reading or study of the Bible into the schools as a means of moral instruction, objections have been raised and laws passed to prevent the action.

In some progressive schools more or less formal courses in moral ethics have been introduced with varying success. To work out a plan of moral instruction that would reach all pupils and give time for real development in their lives, that could be applied in concrete form to daily practice, and that was not so formal as to become perfunctory and uninteresting, has been the great difficulty. But light has been thrown upon the problem of moral instruction through close study of the problem of vocational guidance. It is not often that in trying to find a solution for one problem one happens to work out a plan that proves to be an equally satisfactory solution of another perplexing question. Yet, upon thought, all will grant that vocational guidance is in itself moral, and that moral guidance without application to life's purpose is of little value — the two are inseparable. Moreover, to young people of this generation, the strongest plea for morality is in its close connection with their own possible chances for success in life.

In the plan outlined in the following pages it will be seen that the word "guidance" has a broad significance. From the vocational point of view, it means the gradual unfolding of the pupil's better understanding of himself;

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it means the opening of his eyes to the broad field of opportunity in the world; it means a selection of and a preparation for his own best field of service as a social being. From the moral standpoint, the idea of "guidance" is peculiarly essential in the development of the pupil. Ethical instruction that merely informs the brain does not necessarily produce better character. It is of most value when it is in some way applied to the actual thinking and acting of the pupil. In this connection guidance means the pupil's better understanding of his own character; it means an awakening of the moral consciousness that will lead him to emulate the character of the good and great who have gone before; it means a conception of himself as a social being in some future occupation, and *from this viewpoint*, the appreciation of his duty and obligation toward his business associates, toward his neighbors, and toward the law.

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A valuable and practical handbook.

CHAPTER IV

THE PLAN

In vocational guidance the school finds its supreme task as the conscious educational institution of a democracy. — GEORGE H. MEAD

The plan of vocational and moral guidance suggested here is the result of many years of experience in dealing with individual pupils, and of definite experimenting for the past five years. In beginning the work the department of English was selected for several reasons. In the first place, to be effective the work must reach all pupils throughout their course; the subject of English alone offered this opportunity. In this particular high school, oral and written composition forms about one third of each semester's work. Teachers were often puzzled to find live composition topics that would insure both originality and interest. A suggested outline of subjects involving vocational and moral guidance for each semester was prepared and developed as experience pointed the way. The amount of time to be devoted to these themes was left to the choice of the teacher and to the opportunity to fit the work into the course as previously prepared. This plan still proves to be better than to prescribe a certain amount to be done each week or each day. Teachers will find that it will not do to push any topic beyond the point of real, spontaneous interest. The greatest value to be obtained from this entire plan is serious thought upon the part of the pupil regarding

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himself and his future mission in the world. Just enough, then, must be done to make him desire more, and never should he become tired of the subject. Under the inspiration of the wise teacher the day or period set apart for the vocational themes will be looked forward to as the bright spot in the work.

Not all subjects lend themselves to the general discussion of vocational or moral topics as does English composition. However, every branch has its practical application to certain vocations and often to certain moral issues. These opportunities are always grasped by the earnest teacher who is doing something more than giving instruction in a certain subject. If the subject is made to serve as an instrument in the hands of the teacher for the purpose of molding the life of the pupil, the greater purpose of education will be obtained.

The following story is very much to the point and worth repeating. It is the story of an artist who was sitting in his studio, his eyes fixed in steadfast gaze upon a vision which had risen before him. It was a form of rare beauty—a form more beautiful than his eyes had ever beheld before—a conception so wonderful in its loveliness as to transport his whole being. His frame thrilled with ecstasy as he continued to gaze upon it, and there came to him an overwhelming desire to grasp that form and make it live forever. He seized a lump of clay, and while his fingers were yet trembling with the frenzy of his inspiration, he began to mold. He pressed in here and he pressed out there. He gave a firm touch here, a tender touch there. Day after day he molded on. When the clay hardened he moistened it and molded again. And by and by there grew

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up from his hands a form so beautiful that the world heard the fame of it, and came and looked upon him and upon the work of his hands, and said to him, "Well done."

After a day of toil and worry a teacher once sat alone at twilight, her eyes fixed in steadfast gaze upon a vision that had risen before her. It was the most beautiful, the rarest, the most charming form that had ever blessed her eyes. As she looked she recognized the face of "Him who is the fairest among ten thousand, and altogether lovely." Her whole being was filled with the blessed vision. Her heart yearned toward Him. She threw herself at His feet and gave herself, heart and soul and mind, to Him. And when she rose there came into her heart an irresistible desire to mold some life like unto Him. And she took into her hands a lump of living clay — a little child — and trembling with the frenzy of the vision she began to mold. Day after day she taught and trained the little mind and the little heart, pressing in here, and pressing out there; firmly here, tenderly there. When the child began to grow hard, her love and sympathy softened him and she molded on. And by and by there grew up from her hands a strong, symmetrical, manly man. The world heard not of what she had done, and came not; but the fame of her workmanship reached the court of heaven, and one day the Lord came down and looked upon her and upon the work of her hands, and He said to her, "Well done."

This vision of the teacher gives to us a suggestion of the mission within our profession. It is the teacher who has caught this vision that is eager to grasp each opportunity and suggestion so to conduct her work that it will be something more than a brain-cramming process.

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Public schools are becoming "social centers" not only for the community, but also, more and more, for the social life of the pupils. This fact presents one of the most difficult problems of school administration. Educators have changed their attitude toward student activities from that of prohibition to indifferent toleration, and now are awakening to the great opportunity that those social instincts afford for the development of moral character and social efficiency. Therefore the plan set forth in this volume aims also to guide the youth by means of the social opportunities of the school, realizing that in this phase of school life there can be a direct application of the moral principles and social requirements that, in class discussion, have been found essential to vocational success.

The plan does not and cannot stop with the public schools. The work of guidance begins with the schools because it is the place where the children are to be found, and where the work of preparing them for the battle with the world must begin. Our responsibility for the welfare of our pupils does not cease when they drop out of school or even when they have been graduated. We are under obligation to see that they start out upon the right path, as far as we are able to discern it, when they leave the schoolhouse door. The shipping department of a great factory is not the least important of the departments. Our schools have often been called factories with more or less aptness, and we have been running for a long time with a very incomplete shipping department. Our aim has been to ship all of our product to the colleges. We have sifted out about ninety per cent as culls, thrown them upon the waste heap, and packed the chosen ten

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per cent in de luxe wrappers of sheepskin and labeled them "for college recommendation." The ninety per cent now demands attention. The waste product must be turned into profit. The demands of the industrial and commercial markets must be studied ; our " experts " must show us the best use of this redeemed product, and aid us in placing it upon the market to the greatest advantage of all concerned. This is the application of the principle of business efficiency to the public-school system. The placement, or vocation, bureau is planned to perform this function for the pupils who may leave school at any time before completing the course, as well as for those who remain until graduation. This bureau will also serve the entire community as a place for the adjustment of those who have taken wrong paths in occupations and who desire to be directed aright. It is further hoped that in time the bureau will bring about the same close relationship of the school system with the business world that now exists with the higher institutions of learning. Then we shall know wherein we fall short and by what training we can best prepare our pupils to meet the actual demands of the world.

The outline of oral and written composition in English suggested in this volume has been adapted to the needs of several trade schools. Teachers who are conducting the various forms of vocational schools in the country find that the satisfactory teaching of English is one of their most perplexing questions. The boys and girls who have left school to go to work and who return to the continuation school are there for very practical reasons. They have no interest in mythology, classic lore, or the history of

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English literature. They come from homes of toil, of little leisure, and of less culture. They have no time to lose, and every lesson must have its application to present needs.

While we deplore the lack of culture and refinement upon the part of these workers, we must not deceive ourselves into believing that all culture and refinement are to be found in the traditional material and methods of our accepted course of study. We must learn how to reach these students, beginning with their interests and abilities as we find them. By using the journal of the trade or business in which they are employed, we can secure their interest and teach them to interpret what they read. Then we can lead them on through modern literature dealing with industrial problems out into a broader field of literature that will bring to them a more certain culture than we have been able to do with our former methods.

Such an outline of reading may be easily worked out by the teacher who is interested in the lives of the pupils who come to the vocational school. Using the outlines and topics suggested in the following chapters as a basis of the work in composition, the course may be made to fit into the needs of the part-time school, the trade school, or the longer course of the technical or commercial school.

This brief description of the plan includes all of the steps which together form what may be called vocational and moral guidance. No one part of the scheme should stand alone under that name. Summing it up it means that we should first guide the pupil through education to prepare himself morally, intellectually, and physically for that vocation for which he seems to be best fitted by

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nature, ability, and opportunity. Secondly, it requires that when the time comes for him to begin the actual struggle in the fields of labor, we should still be ready to guide him — at whatever age he may be when this event arrives — into the occupation which may appear to be best suited to his needs, and in which he will probably give the greatest satisfaction to his employer. This complete plan defines the use of the title "Vocational and Moral Guidance."

CHAPTER V

VOCATIONAL DIRECTION IN THE GRADES

'T is not what man does which exalts him, but what man would do. — BROWNING

Not failure, but low aim, is crime. — LOWELL

Under present methods of school administration, life decisions are being forced upon the great majority of pupils before they have reached years of discretion and before they have gathered sufficient data from which to make any important deduction. Whether the pupil goes on into a trade school or a high school, or goes to work upon leaving the grade school, he is called upon to take a step which determines, almost to a certainty, the general line of occupation which he is to follow through life. Teachers have individually tried to help the child to take the step when the actual moment arrived, but few teachers have had a broad enough vision to point the way very far or very wisely. Furthermore, teachers have had little opportunity or incentive to broaden their own vision of the world's work, and we have all failed to begin early enough to prepare the children for the moment when these great decisions have to be made.

The academic curriculum of the grades does not give very much opportunity to the child to test out his abilities except in certain narrow lines. The small amount of manual training ordinarily offered gives very little chance to

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observe the motor abilities or aptitudes of the pupils. However, the recent establishment of the "Junior High School" system, with departmental organization for the seventh and eighth grades, presents a splendid opportunity to offer prevocational work. It is through this scheme that a rounded opportunity for the pupil to *find himself* may be given.

All pupils in these grades should pursue the fundamental branches of English grammar and composition, arithmetic, and geography and history as the three main divisions of the curriculum. Then each one should have an opportunity of a single or double period every day in some prevocational course. The aim of this course should be in the main to determine the pupil's natural aptitude in some vocational line and to discover at the earliest possible moment any pronounced lack of ability. In this way a change can be made to some other line until the best possible opportunity for success is discovered. In general the prevocational lines should be academic, offering Latin or German ; commercial, offering mental arithmetic, penmanship, and spelling ; and industrial, offering special courses for girls in needlework, cooking, etc., and for boys in mechanical drawing and the elements of both wood and metal working. I wish to emphasize again the purpose of this *prevocational* work. The instructor must not let the desire to make a fine showing of handwork done, nor the ambition to make the course lead up too rapidly to some trade or technical course, overshadow the more important result that the pupil find his fitness or unfitness for the kind of work undertaken and that he get into the right line of endeavor as soon as possible.

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With a curriculum broad enough to try out the possible abilities of a pupil, a system of tests can be introduced to prove the type of mind possessed by a certain child, and its development during the period of observation. This kind of child study ought to prevent many of the educational wrecks which our schools are guilty of permitting. And again, many a child may by this means receive the inspiration that will lead to a successful and happy career.

The system of testing pupils in arithmetic, devised by Mr. Stuart A. Courtis, of Detroit, Michigan, is very suggestive of the methods and possibilities of systematic effort in this line. Similar methods may be applied to tests in memory, observation, nerve reaction, motor ability, etc. The work of Hugo Münsterberg of Harvard, in applying psychological tests in sifting out the misfits in certain industries, is also suggestive of what may some day be applied to those preparing to enter certain professions or to study for certain vocations. This whole field of interesting investigation is before us, and positive results may be expected very soon.

To aid in the collection of data needed by the teacher and vocational counselor, a card system for recording certain facts and observations is suggested. Each pupil's card should be retained in the school in which the observation has been made, but when the pupil leaves to enter another school a duplicate should accompany him to that school, or, in case he goes to work, a duplicate should be sent to the office of the vocational director.¹ The cards shown on the following page will illustrate the nature of the information that has been found useful in practice.

¹ See Chapter XVI on Comprehensive City Plan.

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(FACE)

VOCATIONAL RECORD

GRAND RAPIDS, MICHIGAN

Name.....	School.....	Grade Left.....
<i>School Average</i>	<i>Personal Data</i>	<i>Vocational Data</i>
Arithmetic.....	Honesty.....	Especially { Academic.....
Grammar.....	Industry.....	adapted for { Commercial.....
Spelling.....	Initiative.....	Pupil's ambition.....
History.....	Leadership.....	Physical defects.....
Pre-Voc. Study.....	Habits.....	Attitude toward school.....
Special qualities or ability shown.....	Health.....	Attitude toward work.....
.....		

NOTE — This card is to be filled out for all pupils between the ages of fourteen and sixteen and for all those in the seventh and eighth grades. Whenever a pupil is promoted to the high school the card should be transferred to that school. If the pupil leaves school to go to work, the card should be sent to the office of the vocational director. Use the letters a, b, and c to indicate whether the pupil is above, normal, or below the average in his class.

(REVERSE)

SOCIAL RECORD

Parent or guardian.....Parent's vocation.....

“ “ “ Address..... “ place of business.....

Home environment.....

Neighborhood influence.....

Ability to keep child in school.....

Attitude of parent toward school.....

Parent's ambition for child.....

Real reason for child's leaving school.....

Previous employment of child.....Av. Wage.....

Special information.....

Date of record.....Teacher.....

VOCATIONAL DIRECTION IN THE GRADES

Equally important with the testing of the aptitudes and abilities of the pupil is the broadening of the vocational horizon of both the teacher and the pupil. The complaint that teachers are too academic, too far removed from the workaday world, and too little in sympathy with commercial and industrial conditions, is based upon a reasonable amount of truth. The average teacher has very little opportunity to observe or to know from experience very much about the vast fields of labor into which her pupils go. She may have tried to keep up to date by reading, but her training has been narrow, her prejudices are strong, and her inclination is toward more pleasant fields of investigation. She is anxious to know all she can about the higher institutions of learning into which a few of her pupils may enter. She ought to feel an even greater obligation to know more about the commercial and industrial institutions into which many of her pupils are destined to go.

The pupil must also have an opportunity to broaden his vision of the great call of the world. He must be lifted out of his narrow environment that his ambition may be aroused, that he may catch a glimpse of the vast fields of labor that are before him, and that he may possibly find in the outlook some compelling purpose that will lead him to success.

Every boy and girl reaching the seventh or eighth grade ought to expect to be something or somebody worth while in the world. If you ask these children what they imagine that will be, you will find that very few have stopped to think much about it. Some are quite ready to say that they are going to be policemen, street-car conductors, firemen, or what father, uncle, or neighbor is. The uniform, the

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importance of the man in the eye of the child, or the admiration of hero-worshiping youth, all play an important part in forming vocational ideas at this period. A very few hold these ideas until they are realized, yet those who do are almost uniformly successful in their callings.

Some years ago a certain newspaper in one of the large cities of the country canvassed all the children in the grammar grades of that city, asking them to answer the one question, "What are you going to be when you grow up?" The result was in some respects not just what would have been guessed. Fourteen per cent were going to be bookkeepers, twelve per cent policemen, nine per cent farmers, seven per cent artists, eight per cent engineers, five per cent carpenters, fifty-one per cent teachers, and four per cent were scattered among firemen, conductors, dressmakers, soldiers, sailors, etc. From the point of view of vocational guidance this summary places great responsibility upon the influence of the teacher, and also proves the need of opening the eyes of these pupils to a broader vision of the world's work and of arousing within them a desire to emulate not only those of their immediate acquaintance and observation, but those who have achieved success in many fields of human service.

The ideals and ambitions expressed by these children were nothing more than imitations of their elders whose lives had made an impression upon them. Imitation is a powerful influence in every one's life and is especially strong in children. This factor should not be ignored in the attempt to inspire them with a worthy vocational aim. The boy returning from the circus aspires to be an acrobat or a clown, and for days mimic circuses are repeated in

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the back yard or on the playground. The influence of the "dime novel" and other cheap literature portraying the adventurer of low moral standard is too well known in the records of juvenile crime. Since, then, it is so evident that the actions of boys and girls may be determined by what they see and read, we should not neglect the opportunity to place before them, by every means at our command, that influence which will arouse within them a lasting desire to imitate the boys and girls, the men and women, whose achievements have been worthy of emulation.

For many children, life has been a happy play time and very little impression has been made that is of a serious nature. We are glad when childhood can be made happy and care free. But there are also many upon whose little shoulders have come burdens more weighty than they ought to carry. Life to them is already dark and threatening. These, even more than any others, we should attempt to inspire with a vision of their own possibilities, showing them how many a boy or girl has found a way out from circumstances even harder than their own to successful careers.

SUGGESTED OUTLINE OF WORK FOR THE SEVENTH GRADE

AIM: VOCATIONAL AMBITION

While the process of testing the ability of the pupil may be conducted in every subject, the serious attention and thought of the pupil can best be obtained in his reading and his exercises in English composition. Geography and history offer splendid opportunities for broadening the pupil's vision regarding the world's work, and teachers

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should be encouraged in directing their work along this line. Teachers of English grammar and composition will find the following types of themes for oral or written work suggestive of what may be done to arouse the ambition of the pupil.

SUGGESTED TYPES OF THEMES FOR SEVENTH-GRADE COMPOSITION

1. My Favorite Books.
Purpose: to draw out the pupils' interests, etc., and to assist in suggesting a line of reading.
2. My Experiences in earning Money.
Purpose: to draw out ideals regarding work.
3. My Hero or Heroine.
Purpose: to give the teacher some idea of the pupils' ideals of character, etc.
4. My Favorite Games.
Purpose: to get a view of the type of action or the kind of pleasure that appeals to the pupil.
5. My Happiest Day.
Purpose: to draw out the child's idea of happiness.
6. Some things worth while that boys (or girls) have done.
Purpose: to obtain the pupil's idea of what is really worth while.
7. The Kind of Home I should like to have.
Purpose: to get the pupil's idea of home, comfort, luxury, and happiness in the home.
8. The Kind of Man (or Woman) I should like to be.
Purpose: to obtain ideals of character and achievement.
9. The Kindest Deed I ever Did.
Purpose: to observe the pupil's idea of kindness.
10. What I should like to make.
Purpose: to get a little vision of the ambition that may have been aroused.

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11. What I will do when I grow up.

Purpose: to allow full play to the imagination and at the same time to observe ambitions and ideals.

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SUGGESTED OUTLINE OF WORK FOR THE EIGHTH GRADE

AIM: THE VALUE OF AN EDUCATION

As in the seventh grade, the opportunity of English composition forms the background of the work in vocational direction. Every pupil who reaches the eighth grade is approaching a crisis. State laws and traditional graduating exercises suggest to the pupils and to many parents that, when this goal has been reached, the absolutely necessary qualifications for success in life have been met. Statistics prove that a very large percentage of boys and girls leave school the moment the law will permit them to go to work. Often this is necessary. In many instances, when the schools fail to supply their special needs, it may be best that certain ones leave to find training of a different nature. On the other hand it is far from certain that those who remain in school are taking up the work for which they are best fitted, and we find them very rapidly dropping out of the high school to seek their way in the world of toil. It is our duty so to present the value of some form of education or special training to these eighth-grade pupils that they will take the next step wisely. For some it will be the academic high-school course; for some, the commercial; and for others, the industrial or technical course. For still others it will be a continuation or part-time course in preparation for some trade. And again, for some it may be the seeking of an employment in which there is an opportunity to learn, and to work up into a worthy occupation. The pupil must be prepared, as far as it is possible, in his own consciousness for these steps. He must be

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made to think, and to think seriously upon his own problem. The following themes for oral and written compositions are suggested for this purpose.

SUGGESTED TYPES OF THEMES FOR EIGHTH-GRADE COMPOSITION

1. Hunting a Job.

Purpose: to place before the class the experience of some one who has tried to find a job.

2. What I could do if I left School after Graduation from the Eighth Grade.

Purpose: to draw out ideas of earning ability etc.

3. What Some Boys (or Girls) are doing who left School.

Purpose: to impress upon the pupils from their own observation what some have had to sacrifice.

4. What Some Adults say about the Need of an Education to-day.

Purpose: to dispel the notion that because a few have succeeded in past generations without special study, *all* can do so now.

5. What are "Blind Alley" Occupations? Some that I have known.

Purpose: to show that the boys' job that pays well is not necessarily the best one to seek.

6. The Advantages of going to High School.

7. The Course I intend to take in High School.

Purpose: to draw out reasons for choice and to aid in advising the pupil.

8. What are the Local Opportunities for Special Training?

9. Why I intend to enter a Business College or Trade School.

10. What Kind of Employment I desire upon leaving School.

11. A letter to your parents thanking them for all that they have done for you in helping you to get an education.

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12. What is an Education Worth in Money?
13. What is an Education Worth in Satisfactory Living?
Purpose of 12 and 13: to draw out ideals regarding the purpose of education and real success.
14. Write an account of a visit to a large store or factory and tell in how many ways you found men, women, boys, and girls employed.
15. Kinds of work that you have seen men and women doing which you would not care to do and why. Why do people do such undesirable things when there are so many more pleasant ways of earning money?
16. Write an imaginary (or real if you know one) story on one of the following: A Newsboy, A Cash Girl, A Delivery Boy, A Messenger Boy, A Bootblack, A Factory Girl, A Boy Apprenticed to Some Trade, A Telephone Girl, A Stenographer, A Farmer Boy, An Elevator Boy, A Bell Boy.
17. Suggested for oral discussions or debate in class: Should girls be permitted to sell newspapers on the street? Ought boys or girls to be allowed to leave school to go to work before they are sixteen years of age? fourteen years of age? before they finish the eighth grade? Should boys or girls under sixteen be permitted to work more than eight hours a day? after six o'clock at night? in theaters? as messengers? at any time where liquors are sold?
18. Write an application for a position. Look up an advertisement in the daily paper and write an answer.

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No. 3, "Stenography and Typewriting"; No. 4, "Nursery Maid"; No. 5, "Dressmaking"; No. 6, "Millinery"; No. 7, "Straw-Hat Making"; No. 8, "Manicuring and Hairdressing"; No. 9, "Nursing"; No. 10, "Salesmanship"; No. 11, "Clothing Machine Operating"; No. 12, "Paper-Box Making"; No. 13, "Confectionery Manufacture"; No. 14, "Knit-Goods Manufacture."

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WAYNE, KENNETH H. *Building the Young Man*. A.C. McClurg & Co. Talks to lads at the end of their teens in plain and unusually sensible language.

WEAVER, E. W. *Wage Earning Occupations of Boys and Girls*. New York City Teachers' Assoc., Students' Aid Com., 1912. *Vocations for Girls*. The A. S. Barnes Company, 1913.

The school that can obtain a working library is very fortunate, and every effort should be made to place in the hands of the pupils the right kind of books. A certain amount of reading should be required, but the voluntary interest in inspirational books should be encouraged. The German system of a reading hour in which the pupil is required to read, but is free to select his book from the shelf, is worthy of imitation. As a rule, public libraries are very willing to coöperate with the schools in supplying a good amount of material. The teacher should always be supplied with a few books essential to the work in vocational guidance.

One of the most helpful aids to the work will be found in Saturday morning or Friday afternoon vocational excursions. One week may be for the girls and the next for the boys, if it does not seem best always to plan the trips together. Within a reasonable distance of every seventh-grade and eighth-grade building are usually found a variety of interesting industries that are worth visiting. A class in geography that is studying the great wheat regions might plan a series of trips as follows: (1) to a grain elevator, (2) to a flour mill, (3) to a large bakery or biscuit company's plant, and (4) to a wholesale grocery. Another class that is studying the mining districts might visit (1) a smelter,

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(2) a foundry, (3) a machine shop where tools or dies are made, and (4) an iron or steel working factory. Many other trips can be planned to illustrate the class work and incidentally to broaden the vocational outlook for both teacher and pupils.

The use of the stereopticon and moving-picture machine opens up a wide field of instruction that is the best substitute for the weekly excursions. When interesting speakers can be found to give illustrated talks on various vocations, it is well to use them, but it must be remembered that not all are able to hold the interest of the pupils or to present the subject in a simple and practical manner.

For presenting the value of an education to pupils in the eighth grade, older boys or girls, who have been out of school for several years and have come back to get the education that they have learned they must have if they would succeed, are the most valuable speakers. Older high-school boys as coaches for grade athletic teams, when of the right type, may wield a most powerful influence in the lives of younger boys. This field of service proves a training school in leadership for the older boy and an uplifting influence for the younger ones. Such a plan can be extended to leading orchestras, conducting debating clubs, and directing other social activities among younger pupils.

We have no right to shift all responsibility upon others for the welfare of those pupils who leave school upon or before completing the eighth grade. The fact that the large proportion of these stop before they have completed the fifth grade indicates that they are not, as a rule, normal children. Most state laws say that pupils shall not leave school to go to work before they are fourteen, and not until

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sixteen unless they have special permission or have completed the eighth grade. Those who are between fourteen and sixteen years of age and have not reached the seventh grade are in all probability subnormal children. Their problem is a special one of direction in prevocational training and of careful placement in vocations for which they may have some little aptitude. The subnormal child, so long as society permits the causes of his existence, will necessarily fill the ranks of unskilled labor. These children must be directed into such employment as will give them the best opportunity to make the most of their lives, to save them from pauperism and crime. This opens up a large field of social service to the Vocation Bureau. The teachers or counselors in each school building must co-operate with the Vocational Director in the matter of placement and of following up these boys and girls.

Considering the pupils who remain beyond the legal requirements, we find that they too at this same age are making decisions that may prove to be of life-lasting importance. The American people have had great faith in the value of the public schools. So great has been this faith that parents and pupils alike seem to believe that the much-coveted diploma from the high school will prove an "open sesame" to success in life. This has not always proved to be true. With the extension of the elective system in the modern high school, and in many cities with the academic, commercial, and industrial high schools each bidding innocent youth to enter its doors, we are compelling them to make a choice of paths that may or may not prove to be best for them individually. The prevocational child study suggested for the seventh and eighth grades

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in the junior high school for the purpose of discovering the pupil's abilities, aptitudes, type of mind, or any peculiar defects of mind or body should be used in assisting him in deciding upon either a school or a course of study.

One of the chief obstacles in the way of vocational direction of boys and girls is the prejudice, indifference, or ignorance of some parents in regard to the best interests of their children. The parents must be interested and educated in regard to the opportunities before their boys and girls. Parents' meetings, visiting the home in special cases, distribution of pamphlets, and all available means must be used to bring parent, pupil, and adviser together in order that the best interests of the child may be served.

CHAPTER VI

THE ELEMENTS OF CHARACTER THAT MAKE FOR SUCCESS IN LIFE

Of all knowledge, the wise and good seek most to know themselves. — SHAKESPEARE

Lives of great men all remind us we can make our lives sublime.
— LONGFELLOW

Upon entering the high school a new epoch in the life of the boy and girl is begun. New studies are attacked, new teachers must be met, a new system must be learned. New friendships will be formed, and a new view of life itself will soon be formulated. At this same time a physically different boy and girl are being developed. The period of adolescence is presenting mysterious and peculiar changes that neither parents nor teachers have understood as they should, and in nearly nine cases out of ten the youth knows little or nothing that is true regarding his own development. From every point of view this is the most important epoch in the mental, moral, and physical growth of the pupil.

To adjust himself to all of these new conditions, when at the same time he does not know himself, is a most difficult task. The way should be made plain and the tasks should be adapted to the attendant conditions. It is not, however, the purpose of this chapter to attempt a discussion of the problems arising from the period of adolescence nor

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of the difficulties attendant upon the first year in the high school. Attention is merely called to these influences in the life of the pupil in order that the purpose of the work outlined for this grade may be better understood.

In the grammar school the pupils have been led through the first two steps in the course. A desire to be the kind of man or woman that is worth while may have been aroused within them. The seed has been planted. They have studied the value of an education, and those who have entered the high school show by their presence that they have profited by the teaching and are ready to prepare for a successful career.

Success in life to these boys and girls is a gilded picture of many colors. No two pictures are quite alike, yet each is made up from the many impressions that have come into their lives. Before they attempt to make a choice of a definite career they should obtain some clear idea of what real success is. It is with this in view that the first-year topic is "Elements of Character that make for Success in Life."

During the first semester the subtopic chosen is "Self-analysis." This analysis is not, as the name might suggest, for the purpose of finding vocational tendencies, but is largely designed to reveal the pupil to the teacher or counselor, and incidentally to himself. Experience has proved that too close self-analysis for some pupils at this particular age is apt to make them morbid. For this reason the themes selected for composition should avoid too close introspection.

Both discussion and counsel should be of an encouraging, hopeful, upbuilding character. If wrong habits of

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study, play, or living are discovered, a plan for overcoming them by the acquiring of better habits should be carried out. By clearing the way of stumbling blocks, a real foundation for life may be built at this impressionable, formative period more easily than at any other time.

The money-making tendencies of the age and the prevailing social worship of the rich are responsible for wrong ideals and ideas of success among boys and girls. False standards of life, of character, of play, and of friends are to be avoided at this time of entrance to the high school. At no time in the pupil's life up to this point has there been the same need of wise counsel. Therefore, if the reading and study of the pupil is directed into lines that will correct some of these unfortunate standards, that will point out to him his weaknesses and show him how to overcome them, and that will establish in his mind worthy ideals regarding the kind of achievement and the kind of life that constitute real success, — if these things can be accomplished, — then a strong beginning will be made in laying the foundation of a right career.

Parents and teachers are familiar with the self-satisfied philosophy of the adolescent youth. He knows just a little more than his elders about almost any subject that may come up for discussion. He has heard some rather startling, but not new, statements regarding the easy road to success. The shrewd tricks of the sharper appeal to him as clever and indicating a kind of genius. He even imagines that he might, by some "lucky strike," win both wealth and fame. This bumptious period does not always last long, but requires careful handling. When understood it is not unnatural nor is it to be wholly deplored. The

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coming manhood or womanhood is trying its strength, just as at this same period the growing muscles are being tested and tried out in the gymnasium or on the athletic field. Now, above all other times, must budding manhood and womanhood be most carefully nurtured. The social instincts just beginning to develop must be guided and guarded sacredly.

In attempting to direct boys and girls, one of the things to remember is that we are all imitators of those whom we admire. We may not be conscious of the process, yet men have been described as the composite of all of those who have directly or indirectly made some impress upon their lives. We cannot be too careful of the associations and friendships that we make, as each contact will leave its effect upon us either for good or for evil. The pupil's range of friendships may be limited by circumstance or by environment over which he has little control, but he should be shown that there is a vast store of acquaintanceship and even close friendship in the records of the lives of the great and the good who have gone before. With the world's heroic men and women as inspirations, no fear need be entertained that the tendency to imitate will lead the boy or girl astray. Right ideals of what constitute real success can thus be established. The main object of the reading, theme writing, and discussion should be to bring these young lives into touch with the truly great and good. In studying the life of any great man or woman the object in this course should be to seek out those elements of character — habits, virtues, and faith — which stand out prominently as the very foundation of their success, and without which they would not have been called great.

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A splendid class exercise can be made by having each pupil prepare from his reading a list of the virtues possessed by the successful men and women studied. Then let each one select and hand in on a slip of paper what he or she considers the four or five fundamental elements of character that make for success. Placing the result upon the board will reveal a wide diversity of opinion. A very forceful lesson in moral ethics can be taught by having the class reduce this list through free discussion to the smallest number of virtues that can be agreed upon by all as essential to a successful career.

Pupils are prone to accept precepts and moral truths as a matter of course without permitting them to sink into their consciousness to any perceptible extent. For this reason it is hoped that the very practical appeal of ambition to succeed in life will in some degree make the desired impression. The teacher must have faith in the possibilities of her pupils if she is to inspire them with faith in themselves. To discourage a pupil or to make him lose confidence in himself is unworthy of a true teacher. Regardless of his recorded failures the pupil must be inspired with hope and must be strengthened with self-respect, if success is to be gained. He must be led to believe that a successful life is his and that he has been placed in the world for a purpose.

Preparation for this mission is the reason that he is in school. He is studying, playing, and living that he may become a successful man, not merely an animal. The difference between a prize animal at an exhibition and the man who wins in life is purely a moral and intellectual one. It is the character of the man that distinguishes him,

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and it is upon this foundation that every successful career must be erected. Theodore Roosevelt has said, "In the long run, in the great battle of life, no brilliancy of intellect, no perfection of bodily development, will count when weighed in the balance against that assemblage of virtue, — active or passive, — of moral qualities, which we group together under the name of character."

SUGGESTED OUTLINE OF THEMES FOR ENGLISH COMPOSITION

NINTH GRADE, FIRST SEMESTER: CHARACTER SELF-ANALYSIS

1. The History of a School Day.
Purpose: to show how the time is spent and in what proportions the different interests and duties occupy the time.
2. How I prepare my (History) Lesson.
Purpose: to show the method of study, the type of memory, and the help needed to acquire better results.
3. How I read a Book.
Purpose: to show the kind of interest, the application, and retention. Suggestions of ways to get more out of reading.
4. How I use my Memory.
Purpose: to determine the kind of memory, methods of memorizing, strength, etc. Suggestions for aiding the memory.
5. What I saw on the Way to School this Morning.
Purpose: to test the pupil's powers of observation.
6. My Habits. (Confidential.)
Purpose: self-revelation. This composition need not be shown even to the teacher, but a truthful report

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should be made as to the time spent, the length of the composition written, and the results to the writer.

7. My Natural Ability.

Purpose: to determine any talent, gift, or special aptitude that should be cultivated or made the basis of future ambition.

8. My Inheritance.

Purpose: to show family tendencies, abilities, or opportunities that might throw light upon the pupil's future career.

9. My Health.

Purpose: to show possible reasons for avoiding certain professions or occupations.

10. Things that I can do to strengthen my Character.

Purpose: to show the serious impression that may have been made, and the corresponding impulse.

11. The Part I should like to play in High School.

Purpose: to show attitude toward social activities, special interests, ambitions, etc.

12. Am I a Leader or a Follower?

Purpose: to determine qualities and desirability of leadership.

13. Further topics for brief themes may be suggested by the following:

My First Savings Account; How I obtained my First Job; How I have helped my Mother; Keeping House; How I managed a Show; How I managed a Baseball Team.

14. Topics for oral discussion or debate in class:

Should one pupil report another to the teacher for cheating? for damaging the building? for bullying a smaller pupil? for stealing from the coat room? Is it right to allow a good athlete to play on the football team when he does not keep up his studies according to the interscholastic rules? Does the character of one's companions affect his school work?

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15. Form a court of justice with a judge, a clerk, a prosecuting attorney, an attorney for the defense, and the class acting as a jury. Let some individual be accused of one of the following actions, tried, and sentenced according to the verdict: smoking cigarettes on the school ground, on the street one block from the school, down town with a crowd of high-school boys; forging a parent's name on an excuse for absence; pitching pennies "for keeps" on the school ground; handing in to the editors of the school paper an "original" story which has been copied from an old magazine; giving the system of signals of the football team to a member of a rival school team; stealing another pupil's problems for the purpose of copying them to hand in as his own; deliberately marking on the white walls of a new school building with a pencil; some act of questionable conduct which has recently happened in your own school.

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SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

NINTH GRADE, SECOND SEMESTER: CHARACTER ANALYSIS THROUGH BIOGRAPHY

1. Brief character sketch of some successful man or woman.
Purpose: to select from the posted list of short biographies a representative number of men and women from different periods in history and from different fields of endeavor. This will prove that character is the foundation of success for all time and in all vocations.
2. My Idea of a Successful Man (Woman).
Purpose: to draw out results of biographical reading.
3. Why I should Succeed.
Purpose: to make a comparison of the opportunities that the pupil has to-day with those of others and in other times.
4. Pay Day.
Purpose: to impress the pupil with the right idea of reward for best efforts. Is all of one's pay to be estimated in money?

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5. The Value of a Fixed Purpose in Life.
Purpose : to show from a number of biographies how much a determination to reach a certain goal helped toward success.
6. Overcoming Handicaps.
Purpose : to draw from the experience of a number of successful lives the inspiration of victory in spite of obstacles.
7. Devotion to Duty.
Purpose : to find how great a part this principle has played in the success of men and women.
8. The Cost of Success.
Purpose : to impress upon the pupils from the experience of others that if one would succeed he must be willing to pay the price.
9. Work.
Purpose : to try to find in the lives of successful men some who did not have to work and to work hard. When did they begin to work ?
10. The Best Kind of Capital : Money, Health, Brains, or Character ?
Purpose : to prove what capital is best from the experience of those who have succeeded.
11. State briefly the qualities which in your opinion are essential to success in each of the following positions : Captain of the football team. Yell master. Manager of the track team. President of the graduating class. Literary editor or business manager of the school paper. A social leader among the girls. Director of a school orchestra. A scout master.
12. What Steps can I take now to lay the Foundations for Success in my Own Life ?
Purpose : To give the teacher an opportunity to guide the pupil in the formation of right habits.

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the Leader of the Boston Patriots. Eli Whitney, America's First Great Inventor. Robert Fulton, Inventor of the Steamboat. John Jacob Astor, the Monarch of the Fur Industry. Stephen Girard, the Friend of the Orphan. John Marshall, the Expounder of the Constitution. Henry Clay, the Great Advocate of Compromise. Daniel Webster, the Giant of the American Senate. John C. Calhoun, the Champion of Southern Institutions. Samuel F. B. Morse, the Discoverer of Electric Telegraphy. Cyrus W. Field, the Designer of the Atlantic Cable. Elias Howe, the Inventor of the Sewing Machine. Cyrus H. McCormick, the Developer of the Reaping Machine. Charles Goodyear, the Prince of the Rubber Industry. DeWitt Clinton, the Father of the Erie Canal. Horace Wells and the Discoverers of Anæsthesia. William Lloyd Garrison, the Great Emancipator. Wendell Phillips, the Silver-tongued Orator of Reform. Elizabeth Cady Stanton, the Women's Rights Pioneer. Susan B. Anthony, the Old Guard of Woman Suffrage. Dorothea Dix, the Saviour of the Insane. George Peabody, the Banker Philanthropist. Peter Cooper, the Benefactor of the Uneducated. Abraham Lincoln, the Emancipator of the Slave. William H. Seward, the War-Time Secretary of State. James G. Blaine, the Plumed Knight of Republicanism. Horace Greeley, the Premier of American Editors. John Ericsson, the Inventor of the *Monitor*. Thomas A. Edison, the Wizard of Invention. Frances E. Willard, the Woman's Temperance Leader. Clara Barton, the Red Cross Evangel of Mercy. Andrew Carnegie, the Apostle of the Gospel of Wealth. Booker T. Washington, the Pioneer of Negro Progress. Charles Sumner, the Champion of Political Honor. Lucretia Mott, the Quakeress Advocate of Reform.

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CHAPTER VII

THE WORLD'S WORK — A CALL TO SERVICE

I hold every man a debtor to his profession; from the which as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto. — BACON

Few people have any conception of the magnitude of the world's work. Most of us circle about within our own little sphere of action seeing and knowing little of the vast extent of human endeavor. Of no class of citizens is this more true than of the school teacher. Reared and trained in the school atmosphere, seeing the world mainly through the books of the past, teachers are poorly prepared to give chart and compass to the youths who are being sent out into the most complex civilization of all history to make their future way in the industrial and business worlds. When school authorities awake to a realization of the greater function of the public schools, the training of youth will be so conducted that the outlook for the young man or young woman who is graduated will be broad enough and clear enough to show each the particular field of labor in which he or she may be of greatest service to humanity.

Some years ago I had occasion to question the boys of a certain city high school regarding their aim in life. I made a special study of 531 boys, who were asked to answer a number of questions as honestly and carefully

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as they possibly could. I have every reason to believe that the results obtained are as accurate as is the judgment of the average high-school boy. Of the 531 boys in all grades of the high school, 240 had decided upon some vocation. From the 291 who had not arrived at any decision in the matter, 194 had tried to do so, while 97 boys had made no effort at all. Of these, 235 said that they would like to have advice on the subject, leaving 56 who were apparently indifferent to the question. This evidence alone was sufficient to show that there was a great need of vocational guidance in the school.

A further study of the 240 who had made a decision gave still more interesting data. In asking them how they came to this decision and by whom they were influenced in making the choice, I found that 105 cases were practically settled by parents. So far, the teachers had influenced only 26. Companions had led 33 to do as they were going to do; 59 had chosen a certain vocation because some relative or friend in the occupation had made it attractive to them; and 23 had arrived at their conclusion without the aid of any one. This proved that the parents were the dominating factors, that the teachers were not making full use of their opportunity, and that many pupils were making life decisions without any proper guidance or influence. Because of a sad experience in my own life, I asked what knowledge they had of the vocation they had chosen. Out of the number, 47 had worked during vacations or at other times in the occupation they had decided upon; 34 knew something about the vocation because their parents or relatives were in it; 36 had spent some time reading and studying about their choice; and 123

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confessed that they had no real knowledge of the vocation that they had determined to enter. Of the 240 who had made a choice I found that 150 were selecting their studies in accordance with a plan to prepare for their life work, and that 90 were still drifting along without any idea of how they might best make their school work help them to realize their ambition. Partly as a matter of curiosity on my part, I asked what purpose they had in mind in choosing a particular vocation. One answered, "For service"; 19 were after "money"; 85 merely "preferred" or "liked" that one best; 39 really thought they were better "fitted" for it than anything else; 19 wished to enter the same work with their parents; and 77 could think of no purpose in particular except to make a living.

A study of the choices that were made by the 240 boys gave evidence of a rather narrow vision of the world's work. Not more than thirty different vocations were named. About one third of all the boys were going to be engineers of some kind. Most teachers of mathematics would agree that of these a good number could be wisely guided into different lines by an investigation of their natural ability in that subject. Twenty-two were looking toward the law, and twelve had decided to take up farming. A few were interested in manufacturing, and those remaining were scattered among other familiar occupations. Altogether the investigation gave much evidence of a need of better guidance in the choice of a vocation.

Before discussing the problem of choosing a vocation we should come to a better understanding regarding the use of the term "vocation." There was a time when it was believed that the only one "called" to his life work was

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the minister. To-day the promoters of industrial education have usurped the right to apply the term "vocational" to their special field, and now it is the factory hand and the mechanic alone who are favored with the "calling," or vocation. However, we shall use the term as applying to every occupation in which an individual may find the fulfillment of his ambition. Just what it means to be "called," to a certain work is best appreciated by the man who knows that he is doing the work for which he is best fitted by nature—work in the performance of which he finds the greatest satisfaction, and in which he feels that he is best serving his fellow men. It matters little what this work may be; there is plenty to be done. Ways of achievement are open to all, rich and poor, educated and humbly trained; in professions, in business, in industry, and on the farm; in the high places of power and influence, and in the modest cottage that shelters a home of warmth and love. Each one who listens with a responsive heart may hear the call to service.

This call may come late or it may come early, depending upon the maturity and peculiarities of the individual. The earlier in life that one can solve the problem, the better; but there should be no undue haste in the matter. Parents and teachers must learn to be patient with those who try but cannot make up their minds to a choice. One step at a time is all that we can take, and it is sufficient for those who have no special talent or genius, to work ahead in the light that they have by improving each opportunity as it comes. If they are ready, the work will find them.

However, if one is to know his work and to see the opportunity when it comes, he must be familiar with the

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world's work round about him and the opportunities that may lead to his special field. In assisting pupils to discover their life work, teachers or counselors will find it necessary to use every means of broadening their own as well as their pupils' vocational horizon. By mingling with those of other occupations, we who are teachers can get their viewpoint of life and labor. We can take our pupils on weekly trips to local industries and business houses; we can bring successful men and women to tell them of their vocations; we can direct their reading and lead their discussion in ways that will be of great assistance to them and incidentally of growth to ourselves.

Material for the study of vocations that is in a form adapted to the use of the uninitiated inquirer is very difficult to find. There is an abundance of technical material for the one already in the vocation, but it is rather unintelligible to the average reader and does not give the information desired. The Women's Educational and Industrial Union of Boston has prepared a number of valuable pamphlets on vocations for women. The vocation bureaus of Boston, Buffalo, and some other cities are also preparing pamphlets on various vocations, for the use of either boys or girls who desire to study the vocation with a view of entering it. Several books are now in press in answer to this demand for information regarding vocations, and additional material is certain to appear from time to time.

For the help of teachers and pupils the following classification of vocations is made. It is impossible to present anything complete or exhaustive. The classification is crude, but is offered merely as a suggestion of similar classifications that may be prepared as class exercises.

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VOCATIONS FOR BOYS

I. Agriculture

- 1, Beekeeper; 2, Dairyman; 3, Floriculturist; 4, Forester;
- 5, General Farmer; 6, Horticulturist; 7, Landscape Gardener;
- 8, Poultry Farmer; 9, Stock Farmer; 10, Truck Farmer.

II. Business

- 1, Accountant; 2, Advertising Manager; 3, Banking; 4, Book-keeper;
- 5, Buyer; 6, Business Manager; 7, Commerce;
- 8, Efficiency Expert; 9, Insurance Agent; 10, Navigation;
- 11, Railroading; 12, Real Estate Agent; 13, Stenographer.

III. Professions

- 1, Architect; 2, Chemical Engineer; 3, Civil Engineer;
- 4, Dentist; 5, Journalist; 6, Lawyer; 7, Mechanical Engineer;
- 8, Physician; 9, Mining Engineer; 10, Musician;
- 11, Painter; 12, Pharmacist; 13, Photographer;
- 14, Preacher; 15, Sculptor; 16, Social Worker; 17, Teacher;
- 18, Translator.

IV. Industry

- 1, Automobile Manufacture; 2, Blacksmith; 3, Cabinetmaker;
- 4, Carpenter; 5, Decorator; 6, Designer; 7, Draftsman;
- 8, Electrician; 9, Engraver; 10, Foundryman; 11, Furniture Manufacture;
- 12, Illustrator; 13, Jeweler; 14, Machinist; 15, Mason;
- 16, Pattern Maker; 17, Plumber; 18, Shipbuilder;
- 19, Steam Engineer; 20, Steam Fitter; 21, Toolmaker;
- 22, Typesetter; 23, Wood Carver; 24, Weaver.

V. Unclassified Vocations

- 1, Actor; 2, Contractor; 3, Fireman; 4, Government Clerk;
- 5, Inventor; 6, Mail Carrier; 7, Policeman; 8, Sailor;
- 9, Soldier; 10, Veterinary Surgeon; 11, Wireless Telegrapher.

For the girl the vocations of the home should be of first consideration. Nature has given her that greatest of all callings—to make the home, which is the center of all true happiness and in which is laid the foundation

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of successful living. No girl is educated unless she has received some training either in the home or at school in the household arts. To make a happy home should be the ambition of every growing girl. This does not mean merely to be married. Many a girl wage earner is the life and center of a contented home. Women have entered the fields of business and industry in rapidly increasing numbers, until to-day the millions of workers are distributed among nearly all of the occupations in which men are engaged. Women have earned the right to an independent position, and through education and training they are preparing to meet the issues of life on the same footing with men. To-day it is of as much importance for the girl to consider the choice of a vocation as it is for the boy. With this purpose in view the following suggestive classification is given.

VOCATIONS FOR GIRLS

I. Household Occupations

- 1, Architecture and Decoration; 2, Boarding Houses; 3, Companion; 4, Cooking; 5, Laundress; 6, Matron.

II. Agriculture

- 1, Beekeeping; 2, Cattle Raising; 3, Floriculture; 4, Fruit Growing; 5, General Farming; 6, Landscape Gardening; 7, Poultry Raising; 8, Squab Raising; 9, Truck Gardening.

III. Business

- 1, Advertiser (special fields); 2, Buyer for Departments; 3, Clerk; 4, Demonstrator; 5, Dressmaker; 6, Insurance Agent; 7, Manager of Millinery Store; 8, Telegraph Operator; 9, Real Estate Agent; 10, Saleswoman; 11, Solicitor; 12, Special Photographer; 13, Stenographer.

IV. Industrial Arts

- 1, Art Designing; 2, Bookbinding; 3, Ceramics; 4, Embroidering; 5, Engraving; 6, Dress Designing; 7, Manufacturing

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of Toilet Articles; 8, Millinery; 9, Painting — decorating china, etc.; 10, Proofreading; 11, Textile Working; 12, Working in Gold and Silver.

V. Professions

1, Architecture; 2, Authorship; 3, Dentistry; 4, Dramatic Art; 5, Governess; 6, Law; 7, Lecturing; 8, Librarian; 9, Medicine; 10, Missions; 11, Music; 12, Opticians; 13, Painting; 14, Social Editor of Newspaper; 15, Sculpture; 16, Teaching; 17, Translator and Interpreter.

VI. Special Occupations for Women

1, Caterer; 2, Chiropodist; 3, Civil Service; 4, Hairdresser; 5, Manicurist; 6, Masseuse; 7, Social Service; 8, Travelers' Guide.

SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

TENTH GRADE, FIRST SEMESTER: THE WORLD'S WORK — A CALL TO SERVICE. OUTLINE FOR THE GENERAL STUDY OF A VOCATION

1. The vocation in general.

(*a*) Its character; (*b*) its present status; (*c*) its future outlook; (*d*) the health conditions; (*e*) the kind of life it compels one to live; (*f*) its effect upon one's personal development; (*g*) its opportunity for service.

2. Preparation for the vocation.

(*a*) The general requirements.

(1) Natural ability or skill.

(2) Education.

(3) Special training.

(*b*) Opportunities for entering the vocation.

(1) By apprenticeship.

(2) By working up.

(3) By what schools?

(4) The local opportunities.

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3. Sidelights on the vocation.

- (a) Opinions of those in the vocation; (b) statistical reports; (c) laws affecting the vocation; (d) periodicals dealing with the vocation; (e) books on the vocation; (f) personal observation.

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CHAPTER VIII

CHOOSING A VOCATION

The latest gospel in this world is, know thy work and do it. —
CARLYLE

Choosing a life's work is undoubtedly the most difficult, if not the most important, task in life. It may be for this reason that so many men do not attempt to make a choice, but simply drift along with the current, hoping to stumble on success, and continually grumble because some one else seems to be more fortunate.

Few men have decided early in life upon a definite calling, held themselves to it, and prepared themselves for it. Those who have done so have usually attained what may be considered a successful career. The vast majority, however, do not begin to think of the problem until they leave school. This means that when the time for training is past they start out without chart or compass, and without having taken serious thought of the direction in which they should go. As a result they take the first work that offers. If this does not suit their taste or promise to pay well, they change about, trying to find a more favorable opening. Many never find what they are looking for. Some learn to adapt themselves to circumstances, stick to the one line, and by force of character attain success. On the other hand, the evidence of the misfits in life — the broken-spirited, the discouraged, the rebellious, and

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discontented men — is sufficient to impress upon educators and all others interested in human welfare the need for more serious consideration of the problem.

The young man attempting to choose a vocation rarely takes *himself* into serious consideration. As a rule he is thinking only of the vocation as an abstract thing, looking at it as a means of gaining wealth, honor, or position. He sees other people making a success in that vocation, and as they have done well he imagines that he too would like to do the same kind of work.

I can never forget the enthusiasm with which I persuaded my parents to allow me to change my course of study in the high school to the preparatory engineering course. Some of my acquaintances had been reading scientific journals. We were told that we were living in an age of electricity and invention. We believed that great fortunes were lying in wait for the electrical engineer. Our eyes were all upon the future — the gilded, distant future. We did not know much of the path that led to that brilliant future, and we did not give a single thought to our own individual fitness for the career. Out of a very large group of high-school boys who at that time held the same vague ambition, but one is to-day an engineer. Gradually each of the others found out his own unfitness or discovered his own peculiar adaptability and changed to other paths. In my own case, and doubtless with each of the others, much valuable time and energy was at least misdirected if not wholly lost. The one part of this experience that I cannot forget is that many sleepless nights and worried days might have been avoided, if some one could have aided me in applying my anxious

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thoughts to myself. Had I followed the very clear line of experience that stood out so preëminently in my life through high-school and college days, I never should have reached my senior year in college, as I did, without knowing what I ought to follow as a life work. This, I believe, is the experience of the majority of men.

The maxim engraved on the Delphic temple, "Know thyself," was used by Socrates as fundamental in his teaching of youth. He is reported as having said, "Know thyself, that is, realize thyself; be in fact, what thou art in possibility; satisfy thyself, in the only way in which true self-satisfaction is possible, by realizing in thyself the law which constitutes thy real being." We must turn back to the wisdom of the ancient philosopher if we are to approach our present problem successfully. True self-satisfaction is real success, and this can be obtained only by discovering that law which constitutes one's real being.

How is one to know the law which constitutes one's being? We think that we know our friends, our relatives, our neighbors. We imagine that we know ourselves. But to attempt to put on paper a searching description of one's self will often reveal much that would not otherwise be discovered. Certain experiences and qualities developed may indicate a certain special aptitude or may point to some general tendency that will be a valuable aid in choosing a vocation. One's weaknesses in character or education will be shown most effectively by writing down one's own estimate of one's achievement. The strong points may be placed in opposition to the weak ones, and by striking a balance one may pass judgment upon one's self. This process has been most carefully worked out by the

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pioneer counselor, Mr. Frank Parsons, in his book entitled "Choosing a Vocation."

The following form of self-analysis may prove helpful by way of suggestion to those who are interested in studying the problem of guiding the schoolboy or schoolgirl.

STUDENT VOCATIONAL SELF-ANALYSIS

Name	Age	Grade	Teacher
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I. *Inheritance*

- | | |
|--|-------------|
| 1. Vocation of father | Grandfather |
| 2. Has there been any particular line of vocations noticeable on either side? | |
| 3. Have any of your ancestors been gifted in any particular line? | |
| 4. Education of parents | |
| 5. Can you see any indication of inherited tendency or ability in your own life? | |

II. *Education*

- | | |
|---|-------------------------|
| 1. General standing | |
| 2. Best study | |
| 3. Poorest study | |
| 4. Habits of study, regular? | Intermittent? |
| 5. Real desire for study | |
| 6. Choice if free to study | |
| 7. What would you rather do than study? | |
| 8. What books do you remember best? | |
| 9. What is your favorite book? | Kind of books? |
| 10. How has your reading influenced you? | |
| 11. Can you see that you have any special ability or leaning in your educational experience? | |
| 12. If you were compelled to choose definitely between the following lines, which do you believe you ought to take: | |
| Professional? | Commercial? Industrial? |

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III. *Talent*

1. Have you a gift for music?
2. Have you talent in art? Design?
3. Are you skilled with your hands?
4. What can you do better than others of your age?
5. What is your greatest achievement?

IV. *Health and Physique*

1. What is your record of health?
2. Have you lost much time from sickness?
3. What is the family health record?
4. Are you strong and robust?
5. Have you good endurance? How tested?
6. Experience in athletics
7. Experience in manual labor
8. What forms of sport do you like best?
9. What vocations would your health or tendencies forbid your entering?
10. What vocations requiring nervous or physical strain could you not endure?
11. What vocations might prove the best aid to improving your physical condition?

V. *Moral Qualities*

Do you find yourself exceptionally strong in any of the following qualities?

(For confidential discussion with counselors)

- | | |
|--------------------|-----------------|
| 1. Honest | 2. Prompt |
| 3. Conscientious | 4. Efficient |
| 5. Reliable | 6. Tactful |
| 7. Personal habits | 8. Clean |
| 9. Religious | 10. Persevering |
11. Have you any weakness or temptation that would endanger your career in any particular vocation?
 12. What personal characteristics that are necessary to success in any career do you think you possess?
 13. Is your ambition strong enough to hold you to a decision?
 14. Are you ready to take the next step forward at any cost?

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VI. *Social Efficiency*

1. Of what societies have you been a member?
2. Of what organizations are you now a member?
3. Of what church are you a member? Attendant?
4. What offices have you held in any organizations?
5. What evidence can you give of executive ability?
6. Are you a good leader? 7. A good follower?
8. Are you a kicker or obstructionist?
9. Can you work harmoniously with others?

VII. *Vocational Experience*

- | | 1 | 2 | 3 |
|---|---|---|---|
| 1. What positions have you held? | | | |
| Place | | | |
| Time | | | |
| Wages | | | |
| Kind of work | | | |
| 2. What work appealed to you most? | | | |
| 3. Did you find any work for which you were unfitted? | | | |
| How? | | | |
| 4. In your experience did you find any special ability or skill that you had developed? | | | |
| 5. Does your experience point out for you any special line of work or study that you ought to follow? | | | |

Students often find it difficult to fill out this blank without the help of the counselor. The answers given will suggest other questions to the skillful adviser who can lead the pupil on to a better understanding of himself. Then he will be ready for the second step in the process of choosing a vocation—that of applying the result of his analysis to the study previously made of the vocational opportunities. The pupil must ask himself, "Where in the list will my ability, my tastes, my aptitudes, my temperament, my training, my character, find their greatest opportunity for service?" If his self-analysis does not seem to point definitely toward any given vocation,—as it will not

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with a majority of boys and girls in the second year of the high school,— then it may be best to approach the question by a process of eliminating the lines for which he is evidently unfitted. In this way one can usually decide at least whether the line of immediate action should be toward the commercial, industrial, or professional field. This may be all that is necessary for the average boy or girl in school, yet this much is demanded if any definite, practical preparation is to be made before finishing the high-school course.

Any attempt to force pupils to make so important a decision at so early an age may be criticized. For some pupils it may be well, indeed necessary, to put off this decision as long as possible. However, we must remember that the vast army of boys and girls who leave school before graduation, or even before finishing the grammar school, are making a most positive life decision. No harm can come of considering the problem in all seriousness. The decision of to-day may be changed in six months, a year, or in several years, but if the decision is made toward a definite goal, there is naught but gain. Those who fail in school, those who fail in business, are those who are content to drift and who have no goal in view for which to fight. Therefore, the teacher or counselor makes no grave mistake in urging a boy or girl seriously to attempt to make a choice, provided that boy or girl has taken the preliminary steps leading up to this period; namely, holding an ambition to be somebody worth while in the world, realizing the value of education as a preparation for efficiency, knowing the power of character in bringing success, having eyes and heart open to the call to service, and searching his innermost being to find its most worthy expression.

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SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

TENTH GRADE, SECOND SEMESTER: CHOOSING A VOCATION

1. My Inheritance.

Purpose: to trace if possible any inherited tendency, taste, or talent that may influence the choice of a vocation.

2. My Natural Ability.

Purpose: to draw out through a close study of one's school record, one's reading, or one's hobby a possible suggestion as to the line in which one is likely to succeed.

3. My Talent.

Purpose: to determine, if one has evident talent in music or art, whether it might be best to follow this line as a vocation or to use it as an avocation.

4. A Vocational Experience.

Purpose: to relate some experience which may have proved that one should or should not follow a certain vocation.

5. What my Family would like me to be and why.

Purpose: to show the influence of parents and relatives in selecting a vocation and to assist in correcting apparent errors.

6. Why I think that I should succeed as a ———.

7. My Special Opportunity to become a ———.

8. What I expect to get out of my Vocation.

Purpose: to draw out the pupil's ideal regarding his vocation and his mission in life.

9. Why I should not enter Certain Vocations.

Purpose: to eliminate those vocations for which one is unfitted by ability, taste, health, or other causes.

CHOOSING A VOCATION

10. Why it is Necessary to Choose a Vocation as early as possible.

Purpose: to impress upon the pupil the evil of drifting through school without a definite goal, and to show the pressing need of meeting certain requirements of higher educational institutions.

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CHAPTER IX

PREPARATION FOR ONE'S LIFE WORK

I know of no more encouraging fact than the unquestionable ability of a man to elevate his life by conscious endeavor. — THOREAU

At this point the pupil or applicant for vocational adjustment is understood to have analyzed his own vocational tendency, to have made a study of the fields of endeavor that seem to open to him the best opportunity to make use of his powers, and to have come to some conclusion in regard to the vocation which he intends to follow. He must now direct his attention to the problem of preparing himself, to the best of his ability, to meet the requirements of that particular occupation.

It will be found, even in the eleventh grade or third year of the high school, that there are some who will be unable to come to a positive decision in this matter. As suggested at other periods in this study, it is not best to force a pupil to a decision regarding a vocation if he is not fully ready to make up his mind. However, the school curriculum and college-entrance requirements compel the pupil to follow certain lines of study that lead to one of several vocational fields, namely, professional, commercial, or industrial. Therefore, for the purposes of this discussion each pupil is supposed to have chosen a definite vocation or is classified as aiming toward some branch of one of the general fields just mentioned.

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While the pupil's course of study has been planned since the beginning of the high-school course, it may now be necessary to go over the ground again, and to make such changes as may be necessitated by the more mature decisions made regarding a career. The definite college, university, or technical school must be chosen, as the time left for preparation in the high school is limited. The special requirements for entrance must be known. Catalogues of the leading institutions should be at hand. A selected library made up of books dealing with various vocations, describing the preparation required for success and the qualities of character that make the way in the vocation easier, should be placed at the command of the pupil or inquirer. This material is not easily found, yet the demand for vocational guidance based upon sufficient data is bringing into form many pamphlets and articles that will soon supply the need.

One cannot know too much about his vocation before he has actually entered the field of action. He should make use of every opportunity that offers to know something about it. He may find more or less material to read and should, as a subscriber, if possible, be familiar with the periodicals that are devoted to the field of his chosen vocation. He should make the acquaintance of some one in the vocation to whom he can go with his hopes, his plans, and his problems. For the young man over sixteen years of age, the summer vacation, instead of being wasted, can be spent very profitably in some work connected with his future vocation. In this way, better than in any other, a more perfect insight into the desirability of the work, the life one must lead, and one's fitness for the vocation

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can be gained. Such an experience may prove to be of greater value in the process of fitting one's self for one's vocation than any other. Often it is advisable to spend one whole year in this way before attending a college or technical school.

Preparation for one's life work is not limited to the mastering of certain subjects nor to the acquiring of certain skill or ability. Real success in any vocation is founded upon character. All the training of technical schools and universities will not make a dishonest man truly successful in life. It will not give him executive ability if he lacks human interest or social efficiency, or has never learned self-control. Therefore, the ambitious youth will endeavor to perfect his character and to develop the qualities demanded by his vocation, just as earnestly as he strives to master the technique of the trade or profession.

A young man about twenty-three years of age came to my office for vocational advice. He was married and had one child. For eight years he had shoveled coal, receiving as a maximum but eleven dollars a week. Sickness in the home and an accident which kept him from work for several weeks had forced him into hopeless debt. His vocational analysis indicated very clearly that the one ambition of his life and his most favorable outlook was to be a stationary engineer. Accordingly, a position as fireman with a good engineer was found for him at a better wage and shorter hours. A course of study in stationary engineering was provided for him and he was given every encouragement to go ahead and lift himself out of his former desperate condition. All went well for a few months until his uncontrolled temper and his lack of ability to

VOCATIONAL AND MORAL GUIDANCE

work harmoniously with others finally lost him his place, and back he went to the coal yards. This is one of the discouraging experiences of the vocational counselor, but it well illustrates the point that vocational and moral guidance are inseparable, and that the formation of right habits and the development of moral qualities are a necessary part of one's preparation for a successful career.

The fundamental elements of character that make for success in any career have been discussed in the chapter under that title. The present discussion of character is intended to draw out two phases of the subject: first, the special qualities that are demanded by the particular vocation chosen; and second, the moral problems that are peculiar to the vocation itself.

In looking forward to any given vocation the aspirant should compare his own character analysis with the moral requisites of the vocation, in order that he may begin to practice those qualities in which he finds himself lacking. The young man expecting to be a salesman must develop tact and diplomacy in approaching and presenting his commodity to his customers; he must be worthy of the confidence of both his employer and his clients; he must be attractive in appearance and personality so that he may win friends and business; he must love his work and prove by his interest and loyalty that he has a spirit of genuine service. The young woman hoping to be a successful teacher must have a deep love for children, a character that is above the criticism of the public and that will be an example to her pupils; she must have health, patience, tact, humor, a keen sense of justice, and an abundance of good nature; she must be willing to enter upon her

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mission in life with a full realization of the great responsibility of her moral influence in the lives of her pupils.

In this manner each profession, trade, or line of business may be analyzed to the advantage of the pupil. Interviews with men and women in the vocation investigated will be of help in determining the special qualities sought. Observation of those at work in certain vocations and the opinions of those who employ or are in charge of them will also draw out the peculiar virtues that are required and the failings that must be avoided. It will be found that there are certain defects of character that will hinder one in some vocations more than in others, and while it is undoubtedly better to study the virtues than the defects, it may not be amiss to point them out as something to be overcome.

The second phase of the relationship between character and vocation may be termed business ethics. Every profession, every form of business, and every line of industry has its moral problems that are more or less peculiar to itself or to its class. The doctor accepts the doctrines of his profession and maintains its practice as he holds his honor. The lawyer keeps the secrets of his clients as a sacred trust. We often hear the expressions "professional honor," "professional courtesy," and "professional code," referring to the customs in certain professions which have become the moral obligations that must be assumed by those who enter the professions in good faith.

Modern business methods is the most discussed topic of the day. No young man or woman is ready to enter the employ of a large business or corporation until he has looked into some of the questions which will confront him sooner or later. Certain customs and practices have grown

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through combination and organization into a powerful system that has come to be both unjust and corrupt in its dealings. The young and self-confident aspirant may find it hard to maintain his own standard of honor, and exceedingly difficult to start out single-handed to work a reform in the system. Many a young man, who has looked forward with pleasant anticipation to a certain business, has found, after he has entered upon it, that he was called upon to do certain things that were not only repulsive to his nature but also against his best sense of justice and honor. Those who have had the moral courage to fight it out or even to get away from such a situation have won a commendable victory. The history of business successes is filled with the records of men who have stood the test of honor and who have won the satisfaction of successful achievement, at the same time keeping the freedom of conscience so essential to true happiness.

No problems so vitally affect the foundations of society as those arising from the conditions of modern industry. The strife between capital and labor will never be settled until men have the conviction and the courage to apply the great moral law called the golden rule to the administration of industry. The solution of these problems is not alone one of training skilled workmen, nor of securing efficiency in administration ; it is just as truly one that concerns human relationships and moral conduct.

While these questions are serious ones and need the most careful handling, their discussion cannot help being profitable. It is desirable that most students take on a more serious view of life in order that they may be impressed with their own moral responsibility. However, the

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outlook upon life should not be darkened by dwelling too long upon the evil conditions of society. The great things yet to be done should be held out to inspire each boy's and girl's ambition to overcome the obstacles that may impede human progress and to have a share in the solution of some of these great problems.

SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

ELEVENTH GRADE, FIRST SEMESTER: PREPARATION FOR MY VOCATION

I. *Education*

1. What high-school subjects will be of greatest help to me in preparing for my vocation?
2. In what institution of higher education should I continue my education?
3. How may I find a way to continue my education?
4. What course of reading can I plan to help me toward my vocation?
5. Would a year of practical experience in the line of my vocation before going to college prove a benefit?
6. Which is the better plan in getting a college education, to work one's way through or to borrow the money and pay it back after graduation?
7. Debate: the small college *vs.* the large university.
8. Would an eastern or western college benefit me most in preparation for my vocation?
9. How can I apply the study of Latin to my vocation? history? mathematics? science?
10. How may I prepare for the best use of my leisure hours?
11. How can one plan for the best use of his surplus income?

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12. To what extent should travel come into one's plan of life? Map out a plan of travel to be carried out when one is able to take the time and money.
13. How may I continue my education if I do not go to college?
 - (a) Vocational journals.
 - (b) Correspondence schools.
 - (c) Evening schools.
14. How may a person lift himself out of a routine clerkship into a position of management and responsibility?
 - (a) Doing more than one is paid to do.
 - (b) Applying one's education to the business.
 - (c) Studying the position just ahead.

II. *Character*

1. A character self-analysis with reference to the qualities demanded by the chosen vocation.
2. The value of "tact" and its application to my vocation.
3. How my experiences in leadership may be applied to my vocation.
4. The power of initiative in my vocation.
5. My plan for developing the qualities that I need most in my vocation.
6. How can I increase my understanding of human nature?
7. In what ways have the social organizations of the school benefited me in preparation for my future work?
8. The virtue of being a good follower.
9. Character *vs.* reputation.
10. How am I "the architect of my own character"?
11. Discuss one of the following qualities as it may be applied to the chosen vocation: grit, nerve, enthusiasm, perseverance, determination, high aim, self-confidence, self-control, poise, diplomacy.

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12. Why do bonding companies and corporations ask the following questions regarding applicants for positions?

(a) Do any of his family or associates bear an unfavorable reputation?

(b) Are his habits entirely temperate and moral?

(c) Is he economical in his habits and style of living?

(d) Have you known or heard of his ever having	{	(1) drunk to excess?
		(2) gambled or bet on races?
		(3) speculated on margins?
		(4) spent beyond his means?
		(5) kept undesirable associations?
		(6) neglected to provide for his family?

(e) Has he been prompt in paying his ordinary debts?

(f) Has he any mental or physical ailment, or drug habit which might impair his attention to his duties?

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SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

ELEVENTH GRADE, SECOND SEMESTER: VOCATIONAL ETHICS

1. The Special Qualities of Character and Special Abilities required by a Professional Man.
2. The Special Qualities of Character and Special Abilities required of the Business Man.
3. The Special Traits of Character needed for Efficiency in my Chosen Vocation.
4. Debate: Should a Man live up to the Letter or the Spirit of a Contract.
5. The Meaning of the Expression, "Business is business."
6. Resolved: That a Man who has gone into Bankruptcy is still under Moral Obligation to pay his Debts.
7. Some of the Moral Questions of Journalism:
 - (a) Should a newspaper misrepresent facts to be sensational?
 - (b) Should it suppress facts to favor moneyed interests when it would benefit the public to know them?
 - (c) Should it sell space to advertisers of fakes?
 - (d) Should it "play up" the records of crime, scandal, and the divorce courts?
 - (e) What are some of the great opportunities for service to humanity in journalism?

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8. Some of the Moral Problems of the Doctor.
 - (a) Should a doctor advertise?
 - (b) Should he ever disclose the confidence of his patient?
 - (c) Should he ever experiment upon a patient when he does not understand his difficulty?
 - (d) Should he ever use his knowledge or skill to aid another in a dishonorable motive?
 - (e) What are some of the opportunities of the doctor to use his science as a mission to humanity?
9. Some of the Moral Problems of the Business Man.
 - (a) Should the business man misrepresent his goods?
 - (b) Should he have one price, or charge more to those from whom he thinks he can get the money?
 - (c) Should he mark up his goods so that he can mark them down again and advertise a reduced sale?
 - (d) Is good business built upon honor?
 - (e) Is the business man who sells the best goods at the most reasonable prices performing a mission?
10. Some of the Moral Problems of the Manufacturer.
 - (a) Should the manufacturer exact from his employees the longest hours for the lowest wage that he can get them to work?
 - (b) Should he compel his employees to work in unsanitary or unhealthful places?
 - (c) Should he compel his employees to use materials that are harmful or to run unnecessary risks of bodily harm while at their work?
 - (d) Should he employ children who might otherwise be in school?
 - (e) What opportunity has the manufacturer to help solve some of the industrial problems that are threatening the peace of our country?

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CHAPTER X

SOCIAL AND CIVIC ETHICS FROM THE POINT OF VIEW OF THE CHOSEN VOCATION

To live is not to live
For one's self alone. — MENANDER

" Each for All."

Active interest in the general welfare of human society is characteristic of strictly modern times. The early history of the race was self-centered: social interest was limited by barriers of blood or caste, and even religious thought was dominated by self motives. From these conditions people are loath to depart. Historic ideals—the traditions and customs of former generations—are held to most tenaciously; religious dogmas continue especially powerful in dominating the actions of men. But in spite of all, the old order is swiftly passing away before the more altruistic spirit of a modern age. With the growth of civilization men have become more and more dependent upon one another. Forced by the conditions which surrounded them to be interdependent in all their relations, men have learned the meaning of the "brotherhood of man." A new vision of the spirit of Christianity has opened men's eyes and aroused their sympathies; it has impressed them with their responsibility for others, and has stirred them to actions in behalf of human society as never before in the history of the world.

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To-day men and women are banded together in a multitude of organizations to promote the social welfare of those less fortunate than themselves. These associations are both local and national in scope and have been instrumental in bringing about great reform in many fields. Better housing conditions for the poor, purer foods and drugs, cleaner and more wholesome means of entertainment and recreation, and better conditions of labor for women and children, are among the results of this growing human interest. Evidence of the same spirit is found in the modern church, which is so active in applying the teachings of Christ to the everyday problems of life. The public schools, too, are making every effort to serve the masses rather than the favored few. Courses of instruction are planned to meet the needs of every one, old or young, and school buildings are being thrown open for social purposes. Our cities, awakened from a period of indifference toward corruption to one of political reform, have at the same time gone far into the realm of social uplift. We are living in a day when each individual who would take his place in the world as a successful man in his vocation and as a "man among men" must take his part in sharing the burden of society.

The man who attempts to disregard his social obligations pays the penalty in one way or another. Whatever the evil conditions may be that are permitted to exist in any community, they reflect the social interest of the majority in that community. This is true of the neighborhood, the city, the state, and the nation. The results of these permitted evils strike back at society, demanding vast sums of money for prisons, asylums, courts, hospitals,

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special homes and schools, sums that might be saved if the causes that demand these institutions were removed. But this is not the greatest tax upon society. The annual tribute of young men and maidens from our homes exacted by the Minotaur of modern vice is a penalty too great to be longer tolerated. As Theseus of old went forth to slay this monster, so men are called upon to-day to step out from lives of selfish interest and, in whatever vocation they find themselves, to use their position and influence for the uplift of their fellow men.

Each vocation has its own peculiar social obligations, and often it has exceptional opportunities for human service. The so-called learned professions are dependent upon society for their practice and have a distinct social mission. While many an individual falls short of the ideal in his profession, there are more who have struggled to maintain the high purpose of their calling. Society owes much to lawyers who have given of their knowledge to the cause of human justice ; to physicians who have devoted their lives to scientific investigation, even giving themselves in sacrifice that men might be freed from pestilence and disease ; to scientists, poets, musicians, artists, teachers, and preachers, who have opened men's eyes to a greater and more beautiful world in which to live. The engineer who plans and constructs great railways, builds steamships, or tunnels the mountains in the advance of transportation, is performing a great benefaction to society. The manufacturer and the inventor who makes human labor lighter and produces more abundantly the necessities and comforts of life is contributing his share in the general uplift of humanity. The business man who deals on the square

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with his customers and brings to them the products of the world is helping to establish happier homes. Yes, the tradesman and the toiler, however humble their labor may be, are each contributing to the general welfare. Every man who is not a misfit in his occupation, but who feels that in and through his vocation he is giving his own best service to humanity, is truly called to his work and is fulfilling his mission in life.

And everybody's reaping is determined, both in quantity and in kind, by his sowing. Nemesis stands ready to even up things in the world. It is said that each one gets just about what he deserves—that is, each obtains out of life what he puts into it. The man who is selfish and grasping may accumulate a great fortune, but the real reward for his greed is the resultant hatred of his fellow men. A rich man's place in the world, his influence, the honor, respect, and affection bestowed upon him, in fact, all that goes to make up his real soul's satisfaction, depends upon the extent to which he has given of himself to others.

Most men need some interest outside of their vocations to keep themselves in proper social balance. To take active part in some phase of social service as a side issue often proves a most satisfying source of pleasure to the busy man of affairs. He owes it to himself as well as to society to ally himself actively with some organization, be it church, social settlement, or society to promote social or civic reform.

All these truths should be impressed upon the student. If he is looking forward to establishing himself in a certain vocation, and has made his choice with the proper motive, he should be planning to enter that calling because

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it affords him his best opportunity for service. Therefore, it is of importance that he should make a special study of the vocation with respect to its social obligations, its peculiar opportunities for human service, and the responsibilities which a successful career would bring to him as an influential citizen in the community. It is essential that during the last year of a student's high-school experience his attention should be directed along sociological lines from the viewpoint of his chosen vocation. His interest may be aroused by making some investigations of local conditions and reporting upon such matters as housing conditions, the conduct of public charities, the work of the social settlements, the Salvation Army, the Volunteers of America, the Young Men's and Women's Christian Associations, the social activities of some church, etc. Each locality, rural or urban, will show either work being done or the need of some phase of social endeavor. Some pupils may be led to begin some form of service, and all will gain a broader vision of human responsibility through looking forward to the greater opportunities for service that may be theirs through the peculiar advantage of their chosen vocation.

For the second semester of the senior year the problems of civic ethics are most appropriate. It has been said of the American democracy that its greatest danger lies in the criminal indifference of its intelligent citizenship. Corrupt practices in municipal affairs, wasteful methods of administration, the prostitution of high office for private gain, exist because our "best citizens" do not care enough for the honor of their city, their state, or their nation to take the necessary time from their vocations to "live for

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their country." In the hope of educating better citizens, schools attempt to enforce the study of civics upon all pupils before they are graduated from the high school. In very few large high schools is this possible ; but when topics concerning civic righteousness are made a part of the work in English, which all pupils must take, they are getting the desired training in citizenship, and getting it from a more concrete and personal point of view than in the usual formal study of civics.

The recent political awakening that is breaking down the old party lines in local government ; that is changing the very form of municipal administration to free it from corruption ; that is demanding a higher standard of efficiency in public office, is evidence of the fact that the American citizen, while apparently indifferent and often negligent of his public duty, can be aroused to action. We are living in an era of great political change. Young men and young women about to leave the high school, the majority of whom will enter immediately upon their life work, must not only be impressed with their civic duty, but must be instructed in the actual part that they will be expected to play as busy men and women and loyal citizens.

The charge that Americans are worshiping the Almighty Dollar and that for this reason they are indifferent to civic responsibility may have foundation in fact. However, those men who have devoted their lives to the accumulation of wealth at such a sacrifice of honor are not men who have entered upon their vocations from a right motive or in accordance with our definition of a vocation. They have not entered upon their life work or occupation

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because it was the best means by which they, with their ability, might serve their fellow men. Those who do accept this definition will recognize their opportunities for performing civic duties as a part of their calling. This means that the merchant who sells his goods at a fair profit and satisfies the material demands of the community has not done his full duty. It means that the community's demand for justice, for schools, for efficient public service, for protection from theft, fire, and pestilence, is also a part of his responsibility. If he is not altogether blinded by selfishness, he will see that a well-governed community is the desirable place in which to transact his business, and in which to live and bring up his family.

Each loyal citizen should be able to find some special opportunity for patriotic service through his vocation. The lawyer can apply his knowledge and experience to the legal or legislative problems of government. The physician can give of his wisdom and skill to improve the health and sanitary conditions of the community. The preacher and the teacher can educate the public and the rising generation to appreciate the responsibilities of citizenship. The successful business man can apply his experience and shrewdness to a more economic administration of public affairs. And so the engineer, the contractor, the mechanic, and the laborer, — each and all may contribute to a better-built, a better-paved, a better-lighted, and a better-watered city.

These suggestions are made hoping that the public schools, in attempting to satisfy the demand for the "practical" in education, will not neglect their own civic

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responsibility nor merely perform it perfunctorily. Civic problems are vital. The skeleton of governmental form must be clothed with flesh and blood. Each pupil must be so impressed that he will go out from the school with his dominating aim in life, not to be merely a successful lawyer, engineer, or business man, but to be in and through his vocation a true patriot, ready to live a life of service devoted to the general uplift of humanity in his city, his country, and the world.

SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

TWELFTH GRADE, FIRST SEMESTER: SOCIAL ETHICS

1. Vocation and avocation.
2. The benefit to be derived from an interest in social betterment.
3. "Casting bread upon the waters."

NOTE. What is the meaning of this expression and how may it be applied to yourself?

4. To what extent am I indebted to the social interest of others?
5. Am I "my brother's keeper"?

NOTE. What is your obligation toward the unfortunate?

6. Why should I, a lawyer (merchant, etc.), be interested in
(a) social settlements? (b) public playgrounds? (c) organized public charity? (d) the Young Men's Christian Association? (e) the Young Women's Christian Association? (f) the church? (g) general religious movements?
7. Discussion of problems arising in social work.
(a) Best methods of assisting the poor; (b) securing employment for those out of work; (c) methods of

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- caring for the poor who are sick; (*d*) methods of counteracting the influence of places of evil amusements, etc.
8. Surveys or investigations of local social conditions.
- (*a*) Housing; (*b*) charities; (*c*) sanitation; (*d*) the unemployed; (*e*) employment of children; (*f*) Y.M.C.A.; (*g*) Y.W.C.A.; (*h*) Big Brother Movement; (*i*) Men and Religion Forward Movement; (*j*) playgrounds and social centers; (*k*) social settlements; (*l*) visiting or district nursing; (*m*) Charity Organization Society; (*n*) free employment agencies; (*o*) factory inspection.
9. The use and abuse of the moving-picture machine; of public dancing; of pool, billiards, and bowling alleys.
10. The power and influence for social betterment of a local civic organization known as a Board of Commerce or Association of Commerce.

NOTE. Visit the secretary of the local organization and find out some of the things that the various committees are doing.

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SUGGESTED TYPES OF THEMES FOR ENGLISH COMPOSITION

TWELFTH GRADE, SECOND SEMESTER: CIVIC ETHICS

1. Why should I, a manufacturer (doctor, etc.), be actively interested in
 - (a) a new city charter?
 - (b) the enforcement of city ordinances?
 - (c) better-paved streets?
 - (d) the municipal budget?
 - (e) the election of members of the school board?
 - (f) the enactment of laws regulating food inspection, etc.?
 - (g) the national tariff, etc.?
2. Should a busy man sacrifice his business or profession to take a public office with little or no pay?
3. Should prominent business or professional men be excused from serving on the jury?
4. The benefit to be derived from belonging to a civic improvement association.
5. In what ways does the city, state, or national government benefit me as a lawyer (teacher, etc.)?
6. How can I obtain better conditions for my vocation from the city council?

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7. Investigations of local civic conditions.

- (*a*) Health; (*b*) protection of life and property; (*c*) water supply; (*d*) taxation; (*e*) conduct of elections; (*f*) enforcement of ordinances; (*g*) paving of streets; (*h*) cleaning streets; (*i*) care of prisoners; (*j*) enforcement of liquor and cigarette laws; (*k*) public education; (*l*) public franchises; (*m*) commission form of city government, etc.

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CHAPTER XI

THE VOCATIONALIZED CURRICULUM

The teacher who should be sufficiently broad-minded and diplomatic to harmonize opposing tendencies in education, would be the greatest peacemaker in the world. — CHARLES A. McMURRAY

Every field of human thought and endeavor is undergoing changes that are fundamentally significant and strikingly similar. Men are awaking to the fact that they are not of necessity bound to the ideas and methods of ages long since past. The needs of the present are so radically different that men are compelled to face new problems and to look forward rather than backward for their solution. The shackles of tradition in religion, in politics, in business, in industry, and in education are being strained to the breaking point. In the midst of all this controversy constructive leaders are striving to hold to the best of the past, and at the same time to adjust their ideas to meet the present situation. It is only by this conservative method that progress will be made and that the threatening revolutions may be met without disrupting our long-established institutions.

During the past decade or more the demand for the so-called "practical" in education has swept over the country with a force that could not be resisted. In spite of the efforts of the most strictly orthodox pedagogues, new subjects have entered the already crowded curricula of both

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secondary schools and universities. Commercial schools, technical schools, trade schools, and continuation schools have entered the field of secondary education. The cosmopolitan high schools of the West are attempting to supply all of these needs under one roof and under one administration. The higher institutions are called upon in no feeble manner to recognize these newer branches as of equal educational value with the old and as equivalent preparation for entrance to college.

Before the contention can be settled satisfactorily, the rivalry between the devotees of subjects, new or old, must be set aside, and the welfare of the pupil must be made the basis of agreement. For the sake of the boy or girl who is preparing for efficient living, proper standards of education must be determined. As time goes on, with the forces pulling in different directions, the resultant path of educational progress will show that the "practical" subjects have come to stay but that they must be raised to an academic standard of efficiency, and that the academic subjects must become more "practical" in their application. The academic curriculum is already undergoing some startling transformations, evidences of which are apparent in every meeting of educators, and in the newer textbooks. Live teachers are experimenting in their several fields and eagerly grasping suggestions for progressive work.

Among the first of the academic branches to respond to this demand was science. Being the youngest of the group, it was possibly less bound by tradition and was nearer to the practical issues of life. Physical geography began as elementary geology and is now better described as commercial physiography. Botany deals far less with

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microscopic and prehistoric forms of plant life and extends out into the fields of agriculture and horticulture. Zoölogy, in the same way, has more to do with the insect and animal life that is of importance to the welfare of man. Physiology is no longer a study of anatomy, but of practical hygiene. Chemistry is differentiating into domestic chemistry for girls and industrial chemistry for boys. And physics, always popular because of its practical applications, has kept up to date with wireless telegraphy, aeronautics, and shop mechanics.

For some years an effort has been made among teachers of mathematics to respond to the same call. Recent writers of texts are eliminating much of the theory of former books and are introducing more of what may be called applied mathematics. The attempt to correlate the work in mathematics with mechanical drawing, shop work, and science is bound to give new life and human interest to a subject that has been used too long, for the majority of pupils, as a mere form of mental gymnastics. The training of the mind in logic has its place in the curriculum; but, if the same disciplinary value can be retained in any subject and to it be added a practical value, by application of the work to modern life, the educational value of the subject will be increased accordingly.

History is another subject which has buried itself too deeply in the distant past. Possibly this is the natural tendency of the subject itself. However, the present era demands that the best of past ages contribute to the welfare of the present and the future. We have given too much time in secondary schools to the study of ancient and medieval periods, in comparison with the time given

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the modern centuries, whose developments have laid the foundations of the world conditions of to-day. Textbooks of modern history do not relate the events that really make up the fundamental development of the human race. Writers cannot record the growth of a democratic age in the terms of an aristocratic past. Mere "political" annals do not describe the real history of an industrial and commercial people.

Without waiting for new texts in history the progressive teacher can do much for the subject by making use of the vocational aim of the pupils. The varied outlook of the individuals in the class will introduce many streams of living interest into a course of history. Opportunity should be given to each pupil to make a special study of the occupation or art in which he has a vital interest, and to keep a notebook outline of its development during the period being studied. The boy who is expecting to be an architect can, as his particular duty, trace the development of the orders of architecture and their style of construction with their historical background. The future lawyer has an interest in the origin and growth of court procedure, legal customs, and legislation ; the doctor, in the beginnings of alchemy, chemistry, and healing ; the manufacturer, in the early factory systems, labor organizations, and the invention of machinery ; the business man, in the history of transportation ; the journalist, in the invention and uses of printing ; and so on indefinitely, not to overlook the future home maker, who should appreciate the development of the modern home and the place of woman in society. Any class that approaches a given period in history from these varied avenues gains a broader and deeper insight into the

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value of history, and at the same time each pupil has made a concrete and personal application of the subject that will throw new light upon the history-making events of the present day.

The study of foreign languages, that at one time formed the largest factor in cultural education, is still fundamental to higher education. The so-called "dead" languages are not in reality dead. We have been for so long a time addicted to the college-entrance-examination habit that we have almost forgotten the real place that Latin and Greek actually play in our everyday life. Our own language, as we use it in every field of technical terminology, as we use it in interpreting the exact meaning of verbal expression, and as we use it in the real satisfaction that comes from an understanding love of literature, is dependent to-day upon the proper application of the study of language. The teaching of modern languages is no exception to the reformation. Well-educated European youths can converse in several tongues, but it would be difficult to find one among them who could pass an American high-school examination in his native language. Any subject in the curriculum whose use stops when college-entrance requirements are met, is already dead. The present era demands of every subject an additional and more practical *raison d'être*.

As for English, one purpose in preparing this manual was to suggest to teachers of that subject a plan for making the work in composition approach the newer ideal in education. It is fundamentally important that the pupil be aided in applying his ambition and hopes of future success to the daily tasks of the present. No subject lends itself

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better to the purpose of vocational guidance than English. To accomplish this purpose, some changes must undoubtedly take place in the range of the literature studied ; the critical analysis of certain masterpieces must be returned to the college, where they belong, and more attention must be given to the analysis of writings dealing with the more vital problems of modern civilization.

This vision of the academic curriculum is not a dream nor is it entirely prophetic. Enough of it is now in actual practice to make it all come true. In time the principles of business efficiency will be applied to the educational system. We shall know the standards of ability that are demanded by the average successful man in a given vocation, and shall establish similar standards of measurement in school that will apply to the various subjects taught. Thus we shall be able to test the efficiency of both pupil and teacher, and to supply more accurately the kind of training and the information necessary to prepare a pupil not only for a certain vocation but for a fuller appreciation of the civilization of his own age.

When this Utopian vision is realized, vocational guidance will mean a more scientific direction in the selection of subjects from the curriculum. Each pupil, under skilled advisers, will select the studies that will give him the training and the information which will be of greatest benefit to him in his future career. Every subject will face this crucial test. Its selection must be made with mind free from biased opinion, tradition, or collegiate domination, holding to the one purpose of directing the pupil toward that which will prove to be best for him. The vocational aim, using the term in its broadest interpretation,

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will prove to be the final influence that will lift the "practical" subjects up to the academic standard, and will also point the way for a more practical presentation of the academic branches. Thus will have been brought about a revolution without disruption.

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CHAPTER XII

TRAINING FOR SOCIAL EFFICIENCY AS A VOCATIONAL ASSET

Responsibility is the best developing force, and development is the end of all education. — S. C. ARMSTRONG

To be a leader in one's vocation a man must be socially efficient. In this age of coöperation, of combination, and of systematic organization, practically every occupation among men has its association for the purpose of promoting the vocational interests of its members. These societies need the direction of wise and competent leaders. The management of great business enterprises, too, is demanding a large number of men who are not only skilled and well informed regarding the business but also able to handle men. In fact, wherever we look in our present complex life we see the need of efficient leaders.

The public schools have neglected the development of people to meet this need. In time past every effort was made by school authorities to suppress the social instincts of the pupils, in the blind belief that the schools existed for the instruction of the intellect alone. Social impulses broke out in forms of outlawry, bringing faculty and students into open warfare. Secret organizations gradually became the dominating influence in the social life of the students. Teachers quite generally condemned and are

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still condemning these societies, but have, for the most part, shown themselves quite unwilling to undertake a proper solution of the perplexing problem. They have declared war, but the majority of school authorities have as yet met with only partial victory.

The school men who have been most successful in solving the fraternity problem have recognized the value of student activities as means of social development. By gradually substituting more legitimate societies for the old, and by directing the efforts of the students toward higher aims and more efficient work, a new field of educational possibility has been opened up. Many experiments are being tried in progressive high schools throughout the country. The pupils who show powers of initiative, qualities of leadership, and executive ability are encouraged and given opportunity to develop these characteristics through the various forms of student organizations and enterprises.

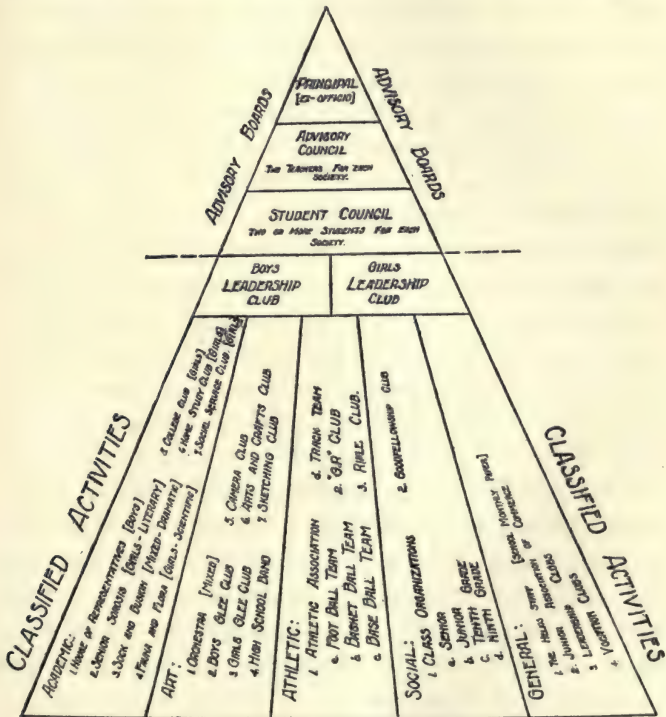
In every large high school, with its many interests and increasing number of social activities, there is wide opportunity for demonstrating the value of system, of coöperation, and of combination of effort. Just as the large factory, department store, or wholesale business is organized with its general manager, heads of departments, superintendents or foremen, so the school can unite all of the student interests into a complete system of educational value to the entire body. The diagram on page 121 will serve to illustrate such a scheme.

In this plan the principal is the general manager and by virtue of his office is a member of each advisory board. As each society must be under the direction of such a

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board, it gives him a position of oversight and control.

The advisory boards, made up of two members of the faculty and two or more students with the principal an ex-officio member, are more than boards of control or



censorship. The teachers selected as members are chosen because of their ability or interest in the special activity represented. They are in the work of the society to give of their experience and wisdom and to lead the members in planning and executing their undertakings.

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The faculty members of all of the various organizations may be brought together by the principal as an advisory council to consider the social welfare of the entire school, and to assist the principal in shaping the general social policy. Certain matters relating to the student life and initiated by students may be referred to this group for ratification or approval. Such a council, composed of those teachers who are close to the lives of the students in all of their social activities, cannot help being of great assistance to the principal as well as being of great influence in the work of the organizations.

The pupils who are members of the advisory boards of the various clubs — usually the presidents and secretaries — may be brought together as a student council. If the school is fully organized, such a council will represent all of the pupils, and will serve the purpose of a certain form of student self-government. The principal will find this body of leaders a most powerful factor in bringing about needed reforms in the student life. It will lend itself most willingly to the promotion of plans to secure needed improvements for the school, of certain school functions, celebrations, or campaigns. In the hands of the sympathetic and tactful principal who studies the needs of the local situation, it will determine the very spirit and atmosphere of the school.

The boys and the girls who are members of this council may be separated into two groups, to form the nucleus of what may be called Leaders' clubs. The principal can direct the work of the Boys' Leaders' Club, and the preceptress of the Girls' Leaders' Club. The first purpose of these clubs should be to study the fundamental principles of

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efficient leadership. With meetings once in two weeks, a splendid course of instruction can be planned and executed by the students themselves under the direction of the principal. These leaders in the student life will soon determine the social and moral standards of the student body. They can take up the more serious problems of a social character for consideration ; they can investigate actual conditions more thoroughly than can the faculty ; and their influence in bringing about reform will prove most effectual.

In order that the best interests of the pupils may be served and an equal opportunity be given to all, certain general rules and regulations should be adopted. There is always a tendency upon the part of some to join everything that they can and thus overdo the social part of their training. If this is permitted, it will necessarily crowd out some of the less aggressive ones who are more in need of social development. To avoid this it might prove best to rule that no pupil can belong to more than one organization of the same type at the same time. And for similar reasons no pupil should be allowed to hold office in more than one organization at the same time.

One of the most practical lessons to be learned through the social life of the school is how to enter into the spirit and work of these activities and not to neglect one's regular school work. Every successful citizen, who is active in the social, religious, and civic welfare of his community, must learn how to give of his time, energy, and thought to these interests, and at the same time not to neglect his business or his profession. The same principle applies to participation in school activities. The notorious failure of athletes to keep up their studies has

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made it necessary to establish a certain standard of scholarship to be attained by those students who are permitted to enter athletic contests between schools. When properly enforced this rule, demanding the passing of at least three full academic studies during the two previous semesters and the maintenance of a passing mark in the same amount of work from the beginning of the semester until the time of the contest, has raised the standard of athletics most effectively. From this experience, it seems wise that this rule or a similar one should be applied to all students who are candidates for office in any school organization or who may be chosen to represent the school in any academic contest.

For the enforcement of the rules just suggested, some grouping or classification of the activities to be found in a school should be made. This will vary with the local situation and must be worked out by the interested parties. In general, most activities, as suggested in the chart, can be classified under the headings of academic, art, athletic, social, and general. Whatever the detailed plan may be, the purpose to be kept in mind is that each student should be given an equal opportunity to obtain the benefits to be gained through social activities, and that he should be so guided and guarded that his best general interests will not be injured.

The entire plan implies that every student who gets the training to be obtained in leading his fellows in some school organization is preparing himself for similar opportunities in leading his fellow workers in his future vocation. The history of many a successful man and woman will prove the truth of this statement. From my personal

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acquaintance I can name a number of prominent newspaper men who have testified that they found themselves, and so obtained their most valuable start in life, as editors of their high-school paper. I can also name several men who are at the head of large and prosperous manufacturing plants who assert that they began their present careers when they were business managers of the school paper or of the school athletic association. The results of this training may not always be so direct in its application, but the training received is never lost. My experience as a vocational director has shown that the young men who have been prominent in the social life of the school are by far the most desirable when it comes to placing pupils in good positions. They know how to talk, how to approach men ; they make a better impression in applying for a position ; they know how to attack their work in coöperation with other employees ; they have learned many things not found in books, but possibly of equal value.

The vocational aim can be made the direct purpose of some societies, by grouping those students who are looking forward to the same occupation. Such a group can study its own vocation with the assistance of the best magazines devoted to its interests and of prominent men who can speak from experience. This scheme will give each member a better insight into the real nature of his proposed vocation than he could get by any other means while in school. The positive results of a vocational club can hardly be estimated, but if the student finds in this way that the vocation studied is not the one that he is fitted for, the club will have served a most worthy end.

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Vocational clubs are practical for those who have some idea of the vocation they wish to enter, but a different organization is needed for those who are as yet unable to come to any decision in the matter. An account of one such organization may prove suggestive to those interested in the problem.

The education committee of the Association of Commerce of Grand Rapids, Michigan, began a movement in 1910 to interest the sons of members in the industrial and commercial institutions of that city. A junior association was formed, and it has had a continuous and successful growth since its beginning. At its meetings, held in the auditorium of the senior association on alternate Saturday mornings, a brief vocational address is given by the best speaker to be obtained locally in that occupation. The boys take part in a lively discussion, asking pertinent questions about the desirability of the vocation, the qualities necessary for success, the best methods of preparing for and entering the vocation, and many other things that only earnest seekers for light will think of. This hour of discussion is usually followed by a trip to the factory or place of business represented by the speaker. By this means many of the boys have found the occupation that has most appealed to them, and have obtained positions during vacations or on Saturdays to try themselves out in actual employment.

This organization has also a civic value. To have the privilege of attending a great mass meeting or banquet with the senior association held for the promotion of some civic improvement or reform; to assist in a general campaign to secure needed legislation for the betterment of

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the city ; to help in making a survey of some local condition — such opportunities exert a powerful influence in the lives of these future citizens.

Aside from the training that supervised club life gives in school, there are many other ways in which the activities of the students may be given a sort of vocational or practical atmosphere. The weekly assembly of the school lends itself to this purpose. Here is an opportunity to train pupils in presiding over large numbers. Some may gain valuable experience in making announcements, in introducing prominent speakers, in leading a musical organization, in directing the school in a song or in the school yell. Once in a while an invited speaker can give a vocational address of a general nature, and so carry out the idea of using every means to keep right ideals and purposes before the pupils.

Other chapters in this book have emphasized the value of moral training as a preparation for a successful career. There is no better opportunity for applying lessons in moral ethics than through the administration and work of organized student activities. The most notable illustration of this statement is seen in the reformation that has taken place in the conduct of athletics in all of our educational institutions. In games every moral quality is put to the test. Lessons in coöperation, obedience, tact, right thinking and prompt action, initiative and leadership, are learned most effectively. But a few years ago when athletic interests were neglected by the school authorities, the corrupting influences were very bad from every point of view. To-day under faculty management, faculty coaching, and state-wide rules supported by upright principals, athletics

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can be made a potent factor in developing the moral qualities of character so essential to business success.

If one takes up a list of the qualities necessary for success in any given vocation as suggested by many of the books dealing with vocational guidance, and then turns to the public schools to see where and how these qualities are being developed, he will find that an effort — more or less satisfactory according to his point of view — is being made by every teacher to build up these essentials of character. We aim to impress our pupils with the necessity of being prompt, of acting according to certain rules of conduct, of being upright and honest, etc. However, we must admit that in many instances we fail to accomplish our purpose because the pupil is placed in an entirely wrong attitude toward all of our efforts. To avoid the rules, to "put one over" on the teacher is smart, and "all is fair in war." Our platitudes and preachments have become commonplace. But the pupils' own "rules of the game" are law and must be enforced. The rules of the society are self-made, and if the organization succeeds in its purpose the rules must be obeyed. The average student cares more for the good will and approbation of his fellows than he does for that of either teachers or parents. The standards of the "gang" are most exacting, whatever their level may be. Therefore it is of importance that we as educators recognize our past failures, and show ourselves willing to make use of the wonderful opportunities offered by the social activities that have forced themselves upon us and that are demanding our guidance.

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CHAPTER XIII

A WORD TO PARENTS

Who can declare for what high cause
This darling of the gods was born?

Every mother's son and every father's daughter is a "darling of the gods." Each fond parent looks upon its own little helpless babe in arms and dreams dreams of its future happiness, and prays prayers for its future success in the world into which it has been born. Loving grandparents, doting aunties, and meddlesome relatives soon begin to predict the future career, and sometimes even bring to bear such influence as to determine the calling into which the youth must go, whether it be to success or defeat. To be ambitious for our children is a most natural and human instinct, but to force upon the child our own preconceived ideals of what constitutes a noble or worthy calling, without taking into careful consideration the child itself, — his or her ability, aptitude, or gifts, — is unreasonable. Our dreams of high offices, learned professions, and paths of fame are none too good for our babes in arms, but the difficulty is with our own imperfect ideals of honor, glory, and success. Custom and tradition have led many a loving parent to force a boy into a life of defeat as a lawyer when he might have been a happy and successful farmer. Many a struggling doctor might to-day be a contented and prosperous merchant if certain false ideals had

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not been forced upon him. Some day the dignity of labor will be so manifest in our education and in our civilization that devoted parents will realize that the only dream of joy for their growing son is to picture him in that field of labor in which he can put forth his best effort to serve his fellow men. We should pray that our boys and our girls may find happiness and success through living the life that brings, not the greatest pride and vanity to us, but the greatest contentment and soul satisfaction to them.

On the other hand, there are many parents, and the number seems to be increasing, who are wholly indifferent as to the future careers of their children. Some, too busy to give their children much time or attention, place the whole responsibility upon the public schools. Some have such faith in our educational system that they actually believe that a diploma certifying to graduation from a high school is a guarantee of success. It matters little what the children studied or how they obtained the credit, so long as they receive the label and are checked through to "success."

Another great mistake regarding the obtaining of an education is made by parents who insist upon keeping a boy over sixteen years of age at a course of study, or upon certain studies, or in a certain kind of school, when he has proved beyond any question or doubt that he is absolutely unadapted to that kind of study. Invariably such a boy is learning evil habits of living, thinking, and acting. At the very moment that it is proved that he is in the wrong path, he should be placed where he can make some headway. Constant defeat is deadening. Nothing succeeds or encourages like success. Such a boy might far better

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be placed in some good business or industry where he can learn right habits of thought and action and can have some chance for success, rather than be held in school under the false idea that by so doing he is "getting an education."

In most countries of Europe the boy has less chance to waste his time, and, as he leaves the grammar school, he must enter directly upon a course of training that is to determine his vocation. More has been done in those countries than in America to train skilled workmen for the industries. Boys must attend school longer and they must prepare for some special field of labor.

In this country the system of apprenticeship used to serve, to some extent, the same purpose, but now this system has practically disappeared. In the attempt to give the desired training for the boys and girls and to meet the demands of business and industry many choices of subjects are being offered and many kinds of vocational schools are being established. This brings home to the parent the serious problem of selecting the best course of study or sending the boy or the girl to the right kind of school — the best school for the particular boy and girl. Parents must study their children and by coöperation with the trained teacher or vocational counselor attempt a better solution of this most important problem.

Few parents understand the physiology or the psychology of the adolescent child. This fact alone has caused many a pupil to fail in school, has forced many a child to lie, steal, and form evil habits, and has driven many a boy and often a girl to leave home. When a boy begins to know, according to his own idea, a little more than his

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elders and begins to assert his own opinions, he is but trying out the strength of his growing "manhood" and maturing intellect. Just as, in trying his growing muscles and sinews upon the football field, he must find resistance in order to test his strength, so must he meet opposition to his somewhat annoying self-assertiveness. But he resents interference; he chafes under rules and all forms of restraint. The wise football coach uses to advantage this determination to forge ahead regardless of others. The wise parent must do the same; for if not handled with judgment and guided rather than driven, the boy will break away. This is the time when he needs, as at no other time, sympathy, counsel, and gentle leading. That a boy does not get high marks in his studies while he is putting on twenty to fifty pounds of weight and adding six to ten inches to his stature, is no reason for condemnation. He does not need punishment or abuse. Now more than ever mother must love him; father must be his companion, his chum, his most intimate friend, to whom he will tell his innermost secrets. Yes, father, this means great sacrifice of time, pleasure, *even business*, but *the boy is worth the price*.

The greatest service that a parent can give to the child toward securing for it a successful career is to lay a foundation of habits that form a worthy character. Early impressions are the ones most firmly fixed in the mind and the hardest to erase. The character of the home determines these earliest impressions. Homes where prompt obedience is expected, where each member has his or her regular responsibilities and duties to perform, where there is an atmosphere of intelligence and morality, where wholesome food, pure air, and proper clothing are provided; homes

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where habits of living are temperate, where study and work are put first and play and amusement, though not omitted, are made secondary — such homes are laying the foundation that assures success in any and every vocation in life.

The greatest peril which threatens the boys and girls of the present generation is the desire upon the part of mistaken parents to give their children every possible pleasure, to grant their every desire, never to cross them, but always to follow the path of least resistance. Social ambitions of parents for their children lead to undermined ideals and habits of life. There is no more unfortunate condition in the home than that of the rich or well-to-do family whose social life and ambitions are such that their home is not a fit place in which to bring up either a boy or a girl, so that the child's only hope of salvation is in being sent away to the right kind of boarding school. The public school can hold the child but one fifth of his time. The other four fifths is spent under the influence of the home and the community. No tutor can take the place of a father, no nursemaid or governess the place of the mother.

Begin preparing your child for a successful career by making him form the habit of hard work and by teaching him to respect the man who toils. Industry can be taught through habits of saving and climbing by one's *own* worthy efforts. Parents should inform themselves of the great call of the world. Beyond the crowded professions are vast fields calling for the scholarly engineer, ironworker, farmer, and captain of industry. If the schools do not give the opportunity for your boy to find himself, place him at work here or there during vacations, where he can show what is in him. Watch him grow. Do not back him with

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money either in business or in higher education until he has proved himself worthy and capable. Above all, do not be discouraged if he is slow to show his ability. Some mature early; some are men grown before the awakening comes.

In suggesting that parents keep in closer touch with the school and especially with the vocational counselor, I realize that teachers are not perfect in judgment, nor are they properly trained for giving vocational advice; they have not yet had opportunity to prepare themselves for vocational counseling. Moreover, the public does not yet pay enough to secure the kind or standard of teacher that the parent would demand if the suggested coöperation were to be seriously carried out. However, not all ministers, doctors, or even parents can be called excellent, and we cannot expect a larger proportion of infallibility among teachers.

Parents' meetings or clubs have accomplished a great deal of good where they have been made use of for the purpose of mutual understanding between teachers and parents. Educational leagues or societies for the purpose of bringing the schools into closer touch with the community have served the same end. Parent, pupil, and teacher or counselor must work together in every way open, in order that the pupil may be directed in the choice and preparation for a vocation. Parent and teacher must have faith in the boys and the girls, must believe that there is a place for each somewhere in the world's work, and by gently guiding them, by patiently instilling in them habits of right thinking and acting, must lead them to the awakening of their ambition prepared to work out safely their own destiny.

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CHAPTER XIV

VOCATIONAL COUNSELING

No teacher can truly promote the cause of education, until he knows the mode of life for which that education is to prepare his pupil. — **RUSKIN**

The greatest trust between man and man is the trust of giving counsel. — **BACON**

The first work in vocational guidance that was done in the United States was not connected with the public-school system. Men who had to deal with the drifting thousands of people that are always looking for a job or some better position than the one at the present time occupied, were the first to realize the need of helping these unfortunate wanderers into the kind of labor for which they were by nature and experience best fitted. To Mr. Frank Parsons of the vocation bureau of Civic Service Home in Boston is due the credit for introducing the methods of vocational guidance that have proved so valuable to workers in all branches of the movement.

The number of people who are being called upon to advise the unfortunate misfits in life is increasing with the growth of social interest and the broader opportunities of charitable and public institutions. The problem of vocational guidance is a serious one. Not all social workers or teachers are qualified to give vocational advice. There is great danger through misinformed, prejudiced, or mis-directed opinion of doing more harm than good to the

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seeker after truth. A breadth of knowledge and experience in life, as well as an exceptional understanding of human nature, is absolutely necessary as a foundation for vocational counseling. Not only normal colleges and institutions training teachers, but schools for librarians and social workers should give courses in vocational counseling, in order that this important work may be wisely done.

That there is a widespread desire for direction in reading, in study, and in the seeking of employment is made evident by the increasing demands for evening schools, correspondence schools, and vocational schools of all kinds. Librarians in charge of reading and reference rooms are often called upon to assist misfits who are seeking proper adjustment, by guiding them to some reading that will point the way out of their difficulty. Educational secretaries of Young Men's and Young Women's Christian Associations are constantly asked to do vocational advising. Every social worker who is attempting to help unfortunate men and women finds himself confronted with this same problem.

The first requisite for vocational counseling is a sympathetic understanding of human nature and experience. This cannot be obtained by study. The counselor, inspired by the spirit of his mission, must find success through rich experience. The second requisite is an intimate knowledge of vocations and of conditions under which young people are obliged to labor. This means a careful investigation of industry and of business in the community in which the counselor is to work. Such a study has been made in a number of different cities under the direction of a volunteer organization, employing an expert

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to look up the details. The following blank form may prove suggestive to those desiring to take up an investigation for local use :

BLANK FOR INVESTIGATION OF INDUSTRY OR BUSINESS

Name of firm	Address
Superintendent or Manager	Nature of industry
Number of adult employees	{ male female
Number of employees between 14 and 16 years of age	{ boys girls

I. *Character of Industry or Occupation*

1. Size and importance in the locality
2. Business increasing or decreasing
3. Stable or fluctuating
4. Steady or seasonal
5. Hours per day Overtime frequent? Hours per week
6. Wages: average for each class of employees
 - (a) Superintendent
 - (b) Foreman
 - (c) Office { male
female
 - (d) { Boys (14 to 16)
Girls (14 to 16)
 - (e) Average for each grade of labor

II. *Conditions of Labor*

1. Conditions for safety
2. Conditions for light
3. Conditions for heat
4. Conditions for ventilation
5. Conditions of toilets
6. Conditions for general health
7. Do conditions stimulate or discourage the worker?

III. *The Outlook for the Employees*

1. Rate of wage increase
2. Average wage of beginners
3. Percentage of beginners leaving 1st year, 2d year, 3d year

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4. Opportunity to advance to skilled labor
5. Average time of service of employees
6. How are skilled workers obtained?
7. Is there an apprenticeship system?
8. What instruction is given?
9. How many beginners enter the occupation?

IV. *Demand for Vocational Training*

1. What qualities are needed in vocation?
2. What special ability or skill?
3. In what particular are beginners deficient?
4. Do employers prefer graduates of grammar schools?
 - (a) Of high schools?
 - (b) Of vocational schools?
5. What kind of preparation is most needed by the beginner?
 - (a) General information?
 - (b) Knowledge of commercial branches?
 - (c) Technical training?
 - (d) Skill of hand?
 - (e) Moral qualities?
6. Does the employer approve of vocational training before entering occupation? of part-time school? of evening school?
7. Would he be willing to coöperate with the school authorities
 - (a) In employing those recommended by the vocation bureau?
 - (b) In sending those under age to a part-time school?

V. *Comments by Investigator*

Date of investigation

Name of investigator

The investigation of an industry for the purpose of obtaining the information needed by the counselor, who is assuming the responsibility of placing a boy or girl in that industry or in a particular factory, is very difficult.

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The investigator should in the first place be an experienced worker in the industrial field, an expert in social service, in order that he may get near enough to the workers to see conditions from a just point of view. He must find his data in more than one way. Employer, manager or foreman, and worker should all be consulted, and a personal tour of inspection through the plant should furnish most of the information needed.

A very satisfactory check upon any factory or employer is obtained by recording the reports of the workers who have been recommended to the place by the counselor. If they leave any position, the reasons for doing so should be determined after receiving a report from both the employer and the employee. Then the counselor will be able to decide more justly whether he can recommend a second person to the same place.

When a factory employs boys or girls who are under the legal age for leaving school, but who have left by special permission, the counselor may obtain valuable information by means of a "follow up" system — that is, a system of monthly reports signed by the employer and brought to the counselor by the employed boy or girl. This method, however, cannot be depended upon for those over the legal age, who cannot be compelled to report.

The counselor must not only know the conditions of labor and the opportunities for advancement in the industry and business, but he must be able to direct the applicant to a school or institution that will supply whatever training may be needed to prepare him for greater efficiency in the work he is to undertake. A survey should be made of opportunities for special training reasonably accessible

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in the locality, state, or territory. Evening schools, part-time schools, or correspondence schools may be within the range of the applicant's opportunity. If he can take the time and is not held down by a family or other ties, he may desire to go away to some kind of school that will supply his needs. In this case the requirements of admission, the cost of living, the tuition, the opportunities of working one's way, and the general standing of the institution, are among the details that the efficient counselor should be familiar with before he can wisely direct the applicant toward a particular school.

The problem of analyzing the applicant is possibly the most difficult part of vocational counseling. It is the most dangerous phase of the work, and the counselor should enter upon it with fear and trembling. Human judgment is frail, and experimental psychology has not yet been reduced to an exact science. There are many psychological and physiological tests that can be made to prove an applicant's unfitness for certain occupations. Some special keenness of the senses may serve to indicate fitness for a specific employment, but many are skeptical regarding the practical results that as yet have been obtained. The field of experimentation is still open before us, and in time the data gained may prove to be a most important adjunct to the equipment of the vocational counselor.

The advice of the counselor should rarely if ever be positive. By this I mean that the process of counseling should be more often in the negative, eliminating the various paths or vocations which are evidently impossible for the applicant or for which he is without doubt unfit.

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Then by being carefully guided through a process of self-analysis, he may be led to catch a vision of his call to service. The counselor must draw out from his applicant his innermost desire ; he must inspire him with self-confidence and a lasting determination to make the most of his opportunities. Faith, not in the counselor but in himself, is the essential factor. For this reason the counselor must keep himself in the background and skillfully guide his client toward the realization of his own vocational aim.

As a suggestive form of analysis, the following list of questions has proved successful in experience :

VOCATIONAL ANALYSIS

GENERAL FORM

I. *Personal Data*

- | | | |
|----------------------------|----------------------|--------------------|
| 1. Name | 2. Address | |
| 3. Age | 4. Nationality | 5. Where born? |
| 6. Places lived | | 7. Parents living? |
| 8. Health of parents | | 9. General health |
| 10. Physique | 11. Endurance | |
| 12. Nerve condition | 13. Physical defects | |
| 14. Habits | 15. Manners | |
| 16. Appearance | 17. Societies | |
| 18. Religious associations | | |

II. *Education*

- | | |
|--|---------------------|
| 1. Time in school | 2. Schools attended |
| 3. Diplomas | 4. Special training |
| 5. Best study | 6. Poorest study |
| 7. Leave school before graduation? | 8. Just why? |
| 9. General reading | 10. Favorite books |
| 11. Manner of reading ; fast? slow? hard to concentrate? | |
| 12. Memory ; easy to commit? quick to forget? | |
| 13. Figures ; quick to compute? | |

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- | | | |
|--------------------------|--------------------------|-------|
| 14. Use of hands | Drawing | Tools |
| 15. Music; appreciation? | sing? | play? |
| 16. Languages | 17. Games | |
| 18. Hobby | 19. Power of observation | |

III. *Vocational Experience*

1. Where have you traveled?
2. Previous employment

NAME OF FIRM	LENGTH OF SERVICE	KIND OF WORK	REASON FOR LEAVING	WAGES
(1)				
(2)				
(3)				
(4)				
(5)				

3. Can you get along well with associates?
4. Can you get along well with foreman or employer?
5. Have you patience?
6. Can you lead others?
7. In what kind of work have you been most successful?
8. What experience in work has given you the greatest pleasure?
9. Have you any special skill or ability?
10. Have you ever saved money?

IV. *Vocational Ambition*

1. What ambitions have you held?
2. What kind of man or woman is your ideal?
3. How would you like to live?
4. If given \$1000, how would you spend it?
5. If you could have the position of your choice, what would you select?
6. Is there anything you would rather have than money?
7. As you look back over your life and estimate your ability, for what kind of work do you think yourself best fitted?
8. Are you willing to make the sacrifice necessary to fit yourself for your calling?

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When the applicant has filled out these questions carefully and honestly, realizing that much of vital importance may be developed from his answers, he is in a favorable condition to receive advice. He must appreciate the fact that by evading the truth in any particular he is but defeating the whole purpose of the interview and will gain nothing. By studying the answers the skillful counselor will usually find the line running through them that points quite definitely in a certain direction.

The applicant can usually be advised to follow the course that will lead him to a better field of endeavor, but the actual solution of the problem depends, not upon the counselor, but upon the applicant himself. This must not only be made clear, but must be so impressed upon the one advised that he will start on his way with grim determination to stick to his purpose until the goal has been reached.

Very little experience in counseling will impress upon one the fact that all the plans just suggested will not have the desired result if the character of the applicant is at fault. The best of advice can be given regarding the vocational outlook, but the one receiving the advice must have the moral stamina to carry out the suggestions given. Often, indeed, the counselor will find that the guidance needed in the beginning is wholly moral. The following story will show the truth of this statement.

A young man in the third year of the high school was drifting downward about as rapidly as he could. He was addicted to cigarette smoking; he did not even own the books from which he was supposed to study; he spent most of his time loafing, and for three semesters had not passed more than one subject a semester. He was naturally

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bright, physically well developed, and of an attractive personality. He was simply lazy, lacked the moral strength to force himself to work, and was acquiring harmful habits. After all other means had failed to get him to attend to his duties, it was arranged between his principal and his father that the boy should sign a written agreement that, if he did not show improvement in his studies within the next four weeks, he would go to work at such a place as the principal and his father might find for him. At the end of the four weeks he had not made good and, accordingly, was placed at work in a wholesale hardware store. When he left school the principal, who was his counselor, had a last good heart-to-heart talk with him, urging upon him some general business principles and certain moral truths.

At the store the boy, whom we shall call Charlie, was placed in charge of the file department in one corner of the basement. The place was gloomy and very much in disorder, and he knew nothing about the different kinds of files or their uses. The first thing that he did was to make some new shelves and compartments where he could store the files according to sizes and shapes. After a short time he found that "sizes and shapes" was not all that he needed to know about files, so he went to the public library and found a book on the manufacture of files. Then, based upon his better knowledge, he rearranged his department and became much interested in his work.

In June, after he had been employed about three months, the manufacturer's agent came to see the head of the firm. The agent was given the opportunity to look over the stock of files and, while doing so, discovered what unusual

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information Charlie had acquired. At the agent's suggestion the boy was called to the office and put through a stiff oral examination on the making and uses of files. The result was that Charlie, only eighteen years old, was made city salesman the next month, and in August was put on the road as a representative of the firm.

But when September came, he felt dissatisfied with himself, in spite of his unexpected progress. He went to see the principal several times before he gained courage to tell what was troubling him. At length the intuition of the principal led to a question which brought forth the desired confidence. "I have told you," he said, "how splendidly I am getting along in the business. Well, I have been thinking about it a great deal lately, and I have figured it out that the reason why I have succeeded was that I remembered some of the things that you told me. I studied my business; I applied what education I had to the job. Now, if a little education will do this much for me, I have simply got to have more. I can't sleep nights, and I want to ask if you will take me back in school." With what control of emotion the principal could muster, he put his hand on Charlie's shoulder and assured him that he was welcome back; that he did not doubt the boy's sincerity of purpose and his ability to overcome old difficulties and to accomplish some day still greater success.

Then began the vocational part of the guidance. Charlie's school record was looked over, strong and weak lines discovered, tendencies and abilities noted, and, after as thorough a study of the situation as was possible, it was decided that to follow an engineering course was best. To finish the required work for graduation the following June meant

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that he must pass six subjects each semester and make up two former conditions. He stuck to the heroic task until it was completed, and he did it so well that the faculty did not hesitate to give him the desired recommendation to the state university.

The principal corresponded with Charlie for about two years, and then nearly six years elapsed without the interchange of letters, the principal having in the meantime moved to another city. But finally, when he returned to his former city, he determined to trace the next chapter in the young man's career. Inquiry brought him to the office of a certain large engineering company. There he presented his card to the office boy who requested it, and was soon ushered into the private office of Mr. ——. As he entered the door Charlie rushed up to him, put his arm around him and exclaimed: "Well, if this is not a strange coincidence! Look on my desk! There is a letter that I was just starting to write you. It was too personal to dictate to my stenographer, and I wanted to tell you something just as I used to do so long ago, and here you are yourself!" After the interchange of a few remarks, Charlie told what he had intended to write: "Since leaving the university I have been with this engineering company, which is, as you know, one of the largest of its kind in the country. I have been promoted from time to time, and the other day the president of this corporation came into my office to inform me that on next Wednesday, the first of the year, I am to assume the duties of head of one of the departments of this business at a very handsome salary. I just had to sit down to write you all about it, and to thank you for getting me on to the right track ;

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and here you are, the one man in all the world that I would rather see right now than any other."

And so the counselor and his pupil sat down to talk over old times in the full enjoyment of happy recollections and the satisfaction of past work well done.

This story is but typical of the counselor's experience. Every teacher who has at heart the interest of the pupils who come under his or her influence has similar stories to tell. Each one has been doing vocational and moral counseling in his own way. The time has now come for more systematic and more scientific efforts. This chapter may prove suggestive to those who believe that vocational and moral guidance is a function of the public school, and that, therefore, it is the duty of those who undertake this work, to fit themselves for their great responsibility.

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CHAPTER XV

THE PROBLEM OF PLACEMENT

A great many men — some comparatively small men now — if put in the right position, would be Luthers and Columbuses. — CHAPIN

The most serious problem within the entire vocational guidance movement is to determine the method of dealing with the vast army of boys and girls who are constantly leaving the public schools as soon as the law will permit. We are informed that there are about four million of these child laborers in our land. Most of these are doomed to lives of drudgery, to premature old age, and to many days of poverty and misery. How to reach these children and to guide them to self-help is the question being asked by many of our large cities. Therefore, leaving the problem of directing the child who remains in school, which has been discussed in previous chapters, we shall confine our attention in this discussion to the placing of the child who is compelled to become a wage earner.

The year nineteen hundred and fourteen finds surveys of this situation being made in every corner of the land. Boards of education and educators, Chambers of Commerce and employers, social workers and advisers of youth are everywhere investigating the causes of this enormous exodus from the public schools, the probable outlook for those boys and girls who have become wage

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earners, and the ultimate relationship between our educational system and the industrial world.

The Minneapolis survey showed that the reasons given for leaving school were in the following proportion: ill health, 5.7 per cent; "had to go to work," 35.5 per cent; child's desire to earn money, 8.2 per cent; opportunity to keep vacation work, 2.6 per cent; dislike of school, or lack of interest in it, 29.5 per cent; trouble with teacher, 3.1 per cent; failure to pass, 1.1 per cent; belief that further public-school work was not worth while, 14.2 per cent. The largest loss was shown to be at the point of graduation from the eighth grade. Many parents believe that this diploma stands for all that is necessary by way of education for their children, and are glad to have them leave to go to work. The number dropping out in the first year of the high school is second in importance and is due largely to two facts: that the work is not adapted to the needs of those who must soon assume the responsibility of self-support, and that many during this year reach the age of sixteen, when they are free from the compulsory education law. A third cause is summed up in the word "retardation." "Failure opens the way to discouragement, which is followed by giving up the job."

In the report of the Russell Sage Foundation upon its investigation in New York City, the cause of this great loss of pupils from the public schools is traced to four chief sources. The first of these is stated to be the "lack of adjustment between the length of the compulsory education period and the length of the school course." The second source was "preventable ill health or removable physical defects." A third source was "irregular school

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attendance." And the last was the evident fact "that the courses of study were either too difficult or were not adapted to the average pupil." While a great variety of reasons for leaving school may be given, most of them can be sifted down to these fundamental causes. The startling part of this revelation is the evident condemnation of the public schools. These sources of loss to the schools and the resulting penalty to be paid by the victims of the faulty system can and must be stopped.

To remove these causes is the task of the school authorities and the promoters of vocational training. It means a reformation in the curriculum and in the administration of the schools of the future. Even in the event that our schools are transformed to meet all of the present criticism, we still shall have a great number who will not take the opportunities offered them, and we shall always have those whose financial circumstances are such that a permit to leave school to go to work, at least for part time, will be a necessity. We are forced to do something for the 22 per cent of all the children in the United States between the ages of fourteen and sixteen who are not now in school, and for the 61 per cent of those who enter the high school but do not remain to graduate. The task of following up this multitude, and attempting to guide each one toward the best work and study for him, is so enormous that we almost lose heart as we attack it.

One step in the solution of the problem is certainly for the counselor to make a more scientific study of the child who must go to work and of the child who is already at work. In an effort to study the children who are at work, Mr. James S. Hiatt, secretary of the Public Education

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Association of Philadelphia, has prepared a most careful study of his local situation. Of these children under sixteen years of age he has found that 43.4 per cent are in factories, 20.3 per cent in stores, 12.8 per cent in housework, 8.7 per cent in offices, 6.3 per cent are listed under miscellaneous jobs, 3 per cent are in skilled trades, 2.5 per cent are messengers, 1.2 per cent are in service, and 1.5 per cent are found in the various street trades. The wages earned by these children average from \$2 to \$6 a week. Of each dollar earned 58.6 cents comes from the factory, 21.3 cents from the store, 9.5 cents from office work, 3.6 cents from skilled trades, 3.5 cents from miscellaneous jobs, 1.8 cents from the messenger service, and .7 of one cent from the street trades. The result of this survey showed among other things that the majority of those children who leave school at fourteen to enter industry are engaged in work which offers a large initial wage for simple mechanical processes, and which holds out little or no opportunity for improvement and certainly no sufficient competence at maturity.

As pointed out by Mr. Hiatt, no survey has yet been made that shows the disastrous effect of the monotonous strain of years of child labor upon mature life. It would be difficult to estimate the loss of time and wages resulting from the constant changing of jobs and periods of idleness. No survey has yet shown the relation of school training to the job, nor of the actual needs of industry and business which can be met by public-school training. It is evident that the field of investigation is just being opened up, and many cities east and west are at work upon the problem.

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For the present we are convinced that the problem of placement is something vastly more important than that of securing the best possible jobs for those who are leaving school to become wage earners. Vocational counselors have come to realize that there is no "best" job for the child of fourteen years of age. The best job is in the best school that will give the best kind of training for the particular child, and when this training has been received, the best work for that individual is in that occupation in which his ability will secure for him a fair wage under proper conditions, with continual opportunity for self-improvement, and with a prospect for better things to come. For such a one as may be forced to leave school at fourteen years of age, or before he has received some vocational training, the best job is in that work which is nearest in line with his ambition and in which he can receive the training that he needs; or his best job may be in some work which bears no relation to his future ambition but which brings the quickest financial return to enable him to continue his training in the kind of school that will fit him for his chosen field. The solution of this problem lies in what may be called directed education — education that reaches out beyond the schoolroom into the school of experience.

For this directed education to be effective, the counselor will need the support of proper compulsory education laws and child-labor laws. In the work of correlating such laws with the problem of placement, the most notable experiment that has yet taken place is that now being conducted by Mrs. Helen Thompson Woolley, director of the child-labor division of the Cincinnati public schools. Through the efforts of Miss M. Edith Campbell of the

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Schmidlapp Bureau, the plan was made possible. The Ohio child-labor law, which is one of the best now in force, gives to one office sufficient authority to make the necessary investigations. The superintendent of schools has delegated to this bureau the power to issue the work certificates, and in this way every child who leaves school to go to work must go through this office.

In making application for a work certificate several important steps must be taken. The principal of the school must fill out a record that tells of the pupil's scholarship, conduct, habits of work, etc. The birth record must be secured from the pastor of the church at which the child was christened or confirmed, or from the bureau of vital statistics of the place in which the child was born. Then the child must run the gauntlet of the board of health and secure a health record. The record includes family history, personal history, and the more important physical tests of heart, lungs, vision, hearing, etc. The fourth step in the process is to secure the contract with the employer. This is one of the strongest points in the Ohio system. The employer agrees that he will employ the child for not more than eight hours a day, six days in the week, between the hours of 7 A.M. and 6 P.M.; that he will coöperate with the public-school authorities in obtaining the attendance of said child at a continuation school as long as the child shall be under sixteen years of age and in his employ, provided such child has not completed the eighth grade; that he will return the working certificate to the certificate office within two days of the child's withdrawal or dismissal from his employ, giving the reason for such withdrawal or dismissal.

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The Ohio continuation-school law states that "in case the Board of Education of any school district establishes part-time day schools for the instruction of youth over fourteen years of age who are engaged in regular employment, such Board of Education is authorized to require all youth who have not satisfactorily completed the eighth grade of the elementary school to continue their schooling until they are sixteen years of age; provided, however, that such youth, if they have been granted age and schooling certificates and are regularly employed, shall be required to attend school not to exceed eight hours a week between the hours of 8 A.M. and 5 P.M. during the school term."

Wisconsin has provided for a similar plan in recent legislation, and other states are following the lead. While these laws are splendid steps in advance of the general practice in the country, it is to be hoped that as in some parts of Europe the next steps will be in the direction of extending the time of compulsory education beyond the age of fourteen, and, regardless of graduation from the eighth grade, of requiring boys and girls to attend some part-time or vocational school, as their vocational direction may demand, until they are eighteen years of age. Such a requirement will bring an immediate demand upon the public-school system to provide for this host of boys and girls the kind of schooling that is adapted to their needs and that will prepare them for the occupation which they will enter when they reach the age limit.

It is not the purpose of this discussion to enter into the problem of industrial education. However, from the point of view of the vocational director, it is necessary to

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answer the question so often asked, "In just what way does vocational guidance hitch up with vocational training?" The general answer is, "In just the same way that it hitches up with professional or commercial training." Yet the present demand for industrial training — incorrectly called "vocational" training — is imperative upon the part of children who have left the public schools and who have already shown by their retardation that they are not adapted to an academic curriculum.

The first step in the reformation of the public schools is illustrated by the experiments already being tried in Los Angeles, Chicago, Grand Rapids, Cleveland, Cincinnati, Philadelphia, New York, and Boston. This step is to offer prevocational courses in the seventh and eighth grades. In order to carry out this scheme most effectively, specially organized schools have been developed under the name of "prevocational," "intermediate," or "junior high," school. The intermediate, or junior high, school covers the seventh, eighth, and ninth grades of the usual public-school system. In these schools the pupils are carefully directed into one of three prevocational courses. With all pupils taking the fundamental branches of grammar, arithmetic, and geography and history in much the same manner, the fourth subject offered indicates the differentiation. This selection may be along the line of the academic curriculum for those looking toward college and the professions; thus, they may elect Latin or German or some other academic branch. Those whose tastes and desires lean toward a business career may take as their election elementary bookkeeping and other commercial practice. Those who think they would like to enter an industrial line

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are given a practical kind of manual training, affording sufficient opportunity for them to discover their ability in this kind of work. In these schools the three groups of pupils are not separated so far that they cannot be changed over from one course to another, as the fundamental studies are not disturbed. The first great aim of the scheme is to test out by experience and close observation those who may profit most by following certain lines of study. When properly administered this system of schools should direct pupils most accurately toward the right courses of study in the high school, toward the right kind of vocational school, or toward the right kind of work if work is a necessity.

The second step in meeting the demand of vocational direction is the establishment of industrial schools of secondary rank. Several kinds of experiments are being made in different parts of the country. The trade schools have not, however, proved entirely popular. Not over fifteen such schools had been established at the close of 1913. They have proved costly. The pupils are without income and in some schools must pay very heavy fees. It is generally conceded that for these reasons the trade school has not offered an adequate solution for the problem of industrial education.

The form of industrial training which seems to be making the greatest headway in the country is that carried on in the continuation school. In the report of the committee on industrial education appointed by the National Association of Manufacturers of the United States of America, the following argument is presented: "These continuation schools must be established in every

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industrial community in our land. There is no other way of completing or making adequate in any sense the education of one half of our children." It is perfectly reasonable to admit that skilled workmen cannot be made in a school, and also that they cannot, under the present system, be wholly made without some assistance from the school. The machinery, atmosphere, and discipline of the shop cannot be created in the school. The factory cannot, on the other hand, take the time to instruct the workers in the theory and practice which they need to become more efficient or progressive employees. This form of school, for those who leave school as soon as the law permits, must be held in the daytime, and never should the child of from fourteen to sixteen be compelled to attend night school after working all day in the store or factory. It is also demanded that wages should be continued while the child is in attendance at the continuation school, as a just charge against the employer who thus receives a direct benefit.

It is this kind of school in which the vocational director is particularly interested. The problem of placement requires the adjustment of the continuation school to the child at work. When the local board of education does not provide the kind of continuation school that is needed, the director must show the demand and secure the establishment of the courses desired. By closely following the careers of those who have been placed at work and who fail at their tasks, or who do not make proper headway, the vocational director can find out whether the school is at fault, and, if so, wherein it can be improved. In this way our entire educational system will be made more practical and more efficient.

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Before effective work can be done by a vocation bureau in solving the problem of placement, most of our state laws will need to be changed. Compulsory school and labor laws must be made in the interests of the child and its future efficiency rather than in favor of the exploiters of child labor. These laws should provide for compulsory education until fourteen years of age for the physically and mentally normal child. They should provide forms of industrial training that will meet the needs of the workers in the given community. They should also provide for a proper taking of the school census, the reporting of pupils attending private and parochial schools to the local superintendent of schools, and the adequate following up of truancy. Such laws should give to some officer of the school board the power of a labor or factory inspector to investigate the conditions of child labor in the community and to use his knowledge in granting working permits to children. When a working permit has been granted to a child, the law should compel the employer to report monthly to the school authority the fact that the child is still in his employ and to notify such authority at once when the child leaves or is discharged. But few states have laws that meet these requirements, yet every director of a vocational bureau finds that the interests of the child demand that there shall be no loopholes in the system if the problem of placement is to be satisfactorily handled.

CHAPTER XVI

A COMPREHENSIVE PLAN OF ORGANIZATION FOR CITIES

The real democratic American idea is, not that every man shall be on the level with every other, but that every one shall have liberty, without hindrance, to be what God made him. — H. W. BEECHER

The national movement for the promotion of vocational guidance began in this country with the work of the Boston Bureau under the direction of Mr. Meyer Bloomfield, who organized the first national conference on vocational guidance in the fall of 1910. The work had been almost simultaneously started in other parts of the country, and the conference served to bring together the people who were leading in the movement. Some were from the public schools, some from the colleges, and others were from social-service organizations and Christian Associations. Chambers of commerce and employers were also represented showing the widespread interest in a movement to adjust and prevent vocational misfits.

The second national conference was held in New York City in 1912, and in 1913 a permanent organization of national scope was perfected in Grand Rapids, Michigan. As a result of these conferences and the experiments carried on in various centers since the beginning of the movement, a more or less comprehensive plan for promoting and organizing a department of vocational guidance may be outlined.

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The first step in this process is usually an educational campaign to awaken the public to an appreciation of the need for a local system of vocational guidance. Such organizations as the Chamber of Commerce, the Young Men's Christian Association, the Board of Education, and the Associated Charities are all interested in the problem of the misfit and can be depended upon to coöperate in the movement. In the city of Cleveland a representative committee of one hundred undertook to study the question by bringing to that city prominent workers in the field of vocational guidance from different parts of the country to tell of their work. Other cities have made notable surveys such as that of Miss Alice P. Barrows, director of the Vocational Education Survey of New York City. Mr. James S. Hiatt, secretary of the Public Education Society of Philadelphia, has published the result of a survey in that city, entitled "The Child, the School, and the Job." A very instructive survey has been made in the city of Minneapolis and published by the Teachers' Club of that city. The recommendations made by the Minneapolis committee in reporting the result of its investigation are so significant of the value of the survey, that the ten articles are quoted, as follows :

"1. That as rapidly as would be economical, the schools be organized on the 'six-three-and-three' plan, beginning differentiated courses in the B7 grade. These courses should follow three broad lines: (1) leading toward the academic courses in high schools; (2) toward the commercial courses, or directly to business; and (3) toward manual training in high school, or directly to manufacturing and mechanical pursuits.

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" 2. That preparation for the trades can be best and most economically given in continuation schools, in which the instruction shall be closely related to working conditions, while the necessary skill shall be gained in actual work under the usual commercial conditions.

" 3. That the membership of the Thomas Arnold School be enlarged to include all boys who have reached the age of fifteen and have not yet reached the seventh grade. And that a similar school be organized for girls.

" 4. That a Department of Vocational Guidance be organized. It should attempt the following work: 1st, a survey of the business and industries of the city, giving accurate and complete information regarding the wages, hours of labor, chances of promotion, sanitation, and moral conditions of each occupation. 2d, a survey to indicate clearly the value of the present courses of instruction in our schools; in this should be included a comparison with the product of business colleges and other schools, and the opinions of employers regarding the qualifications of the young persons in their employ. 3d, vocational guidance, which shall assist a child with his parent to find his proper place at work; establish a bureau of information for employers and those seeking employment; at its discretion, within the law, issue all labor permits; and have general oversight of the boys and girls at work.

" 5. That a set of records be kept of each pupil, giving a complete account of his home conditions, his physical condition, and his mental and emotional characteristics, upon which information may be based a judgment concerning his future occupation.

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"6. That as an adjunct to the Board of Education an Advisory Commission of fifteen members, composed of employees, employers, and educators be established, whose duty it shall be to report changes in the demands of business and industry, and to advise modifications of the course of study to meet these new demands.

"7. That a law should be enacted, making it mandatory that a boy shall be either in school or at work up to his eighteenth year, and that the Department of Vocational Guidance be charged with the duty of enforcing such a provision.

"8. That a School Census be taken of the city, the purpose being that all children of school age shall be in school, and that the Board of Education may have the benefit of this information in planning for the future of the city's school system.

"9. That an age-grade census of all pupils in school be taken, to determine where retardation is taking place; this should be followed by a study of conditions in order to remove the causes of retardation.

"10. That the Committee endorses the effort in the legislature to secure a Commission to report at the next session upon the whole subject of public charities, including the relief of destitute widows; and the idea embodied in a bill before the present legislature establishing a minimum wage for girls and women."

As was shown in another chapter, the department of vocational guidance should be a part of the system of public schools and, therefore, under the control of the board of education. This department must not be liable to the charge that it is supported by an organization of

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employers or that it is a scheme to exploit child labor. It must not be crippled in any way in making its investigations of occupations or in exercising its judgment in the placing of boys and girls at work. For these reasons, in addition to the claim that vocational guidance is an educational function, the department should be created and maintained by the local board of education.

The work of this department may be briefly outlined under the following headings :

1. To make a local survey of vocational opportunities.
2. To make a survey of opportunities for vocational training.
3. To promote through the public-school course of study a systematic effort to direct boys and girls in the choice of and preparation for a vocation.
4. To make a local survey of conditions under which boys and girls are employed.
5. To maintain a kind of employment bureau for the pupils who leave school at or before graduation.
6. To have general oversight over the system of granting permits to go to work and of following up those boys and girls under eighteen years of age who are at work.

This department should be under the direction of an executive officer appointed by the board of education. If possible this person should be an educator, an expert counselor of youth and one of broad knowledge and experience in both industrial and commercial life. Such a person may be very difficult to find, yet the ideal is not altogether impossible. We must either draw out the educator from his realm of books and send him out into the world of affairs to learn of the problems that his pupils

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must meet when they go out from the schools, or we must take the man of broad experience in the field of action and teach him how to deal with children, how to know them and lead them toward the fulfillment of their life purpose. It would seem the easier proposition to take the wide-awake and ambitious teacher who is enthusiastic about his mission to mold the lives of the boys and girls in his charge, and to broaden his vision of the call of the world and to train him in the technique of the vocational counselor. This process of guiding youth in choosing, preparing for, and making entrance into a vocation is very largely a matter of knowledge of the individual and of direction in education. The vocational counselor who is outside the public schools, and who loses the personal acquaintance and the vital touch with the lives of the young people, is thereby less able to direct boys and girls wisely than is the properly trained teacher. Therefore the vocational director of the future will probably be developed from persons already in the educational system.

The vocational director should be given authority to direct the counseling to be done by the teachers in the public schools. First, he should assist in promoting the plan of instruction that may be introduced in the course of study. Secondly, he should have the assistance of a representative from each building, who will look after the pupils that need special counsel or that may be forced to leave school and seek employment. This means that the director will act as an instructor and organizer of the teachers who are to serve as counselors and assistants.

A system of school records that will give the counselor the desired information regarding the pupil must be devised

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and placed in operation. In most states when the pupil leaves school to go to work, if he is under sixteen years of age and has not completed the eighth grade, he must obtain a permit from the superintendent of schools. This power of granting permits should be delegated by the superintendent to the department of vocational guidance. Then a copy of the record card is transferred from the school to the office of the vocational director. From this card he will obtain the necessary data upon which to base his interview with the pupil. The form of pupil's record card for the grades may be suggestive.¹

In the high school a vocational record can easily be combined with the scholarship record already in use. A card system quite generally prevails, and, if the reverse side of the card is not used for the scholarship record, it may be used to serve the purpose of a separate system. The card shown on page 170 will illustrate the method suggested.

From these records the principal or counselor can obtain the data that will be of most value in making recommendations or in placing the pupils in suitable positions.

The office of the vocational director should be near that of the superintendent of schools for several reasons. It must be centrally located to be easy of access for teachers and for pupils. If a system of approving or controlling the issuing of permits to pupils under sixteen years of age — or whatever the legal age may be — is to be carried out in coöperation with the superintendent of schools, the office should be conveniently located. It should also be so situated that employers or the general public who may

¹ See form outlined in Chapter V, page 30.

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VOCATIONAL RECORD

NAME

PARENT'S VOCATION

[illegible]

EXPLANATION: Topics of record under above headings are indicated below. All information of value in vocational guidance should be recorded.

PLANS FOR FUTURE: vocation, college, etc.

ABILITY : special aptitude, skill, capacity, initiative, etc.

PERSONAL HISTORY: home, health, employment, travel, etc.

CHARACTER: honor, perseverance, promptness, habits, stability, etc.

GENERAL REMARKS

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wish to make use of the information to be found there can reach the office with the least loss of time.

There is a broad field of opportunity to extend the usefulness of this office beyond its service to the public-school system. While it is best to do all that is possible to prevent vocational misfits, we cannot hope to stop them all, and there will always be many who must be aided in readjusting themselves. The vocational director is at the command of the public. Any one who desires advice regarding his life work and the possibility of bettering his condition can often find here the very help he needs in making the necessary adjustment. Educational secretaries of the Young Men's and Young Women's Christian Associations, not having vocational counselors of their own to assist in directing inquirers regarding suitable courses of study, could obtain expert assistance from the director. Social workers in many fields, judges of juvenile courts, and all persons interested in the welfare of the boy or girl will find frequent use for the service of this office.

Back of the vocational director is the board of education representing the citizens. For this reason it may not be necessary to suggest the advisability of a commission or committee to coöperate with the director. In some localities, however, such a commission will be a necessity if the work of the director is to be kept free from political or partisan interference. When such is the case this commission should be chosen in some manner to prevent such interference, and should represent the varied interests in the community that in any way may be concerned with the work of the department. The laboring classes as well as the employers should have a share in

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shaping the director's policy of neutrality in his work. The primal interest of the boy and girl must be maintained. When unjust demands are made or when opposition to the judgments of the director arises, there must be a nonpartisan or broadly representative commission back of the director to secure justice and to support the authority placed in the department. This commission may be large or small according to the local situation, but in accordance with general experience a small body will usually do more effective work.

The following outline will sum up a general plan of vocational guidance for any locality.

I. *Department of Vocational Guidance*

Department of the public-school system.

II. *The Commission on Vocational Guidance*

Seven members appointed by the board of education.

III. *The Vocational Director*

1. Appointed by the board of education.
2. Supervisor of instruction in vocational guidance.
3. Director of the vocational bureau or office.
 - (a) Investigator of vocational opportunities.
 - (b) Investigator of opportunities for vocational training.
 - (c) Manager of employment bureau.
 - (d) Sponsor for children at work on legal permits.
4. Chief vocational counselor.
 - (a) Instructor of teachers doing vocational counseling.
 - (b) Consulting counselor for public, private, or charitable institutions.
 - (c) Vocational counselor for the public in general.
5. Employees of the department.
 - (a) Enumerator of school census.
 - (b) Working-permit clerk.
 - (c) Expert investigator.
 - (d) Truant or attendance officer.
 - (e) Stenographer.

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One of the first tasks of a vocation bureau is to secure the interest and coöperation of the business men of the community. If the bureau is to succeed in its task of bringing the public schools into closer relationship with commercial and industrial interests, it must make its appeal to the busy men of affairs in such a way that they will give heed to the call. There are many ways of attacking this problem. Lectures and addresses before clubs and gatherings of all kinds will help. Newspaper support is necessary and most valuable. Associations or chambers of commerce should back the movement. The following material has been used successfully by one vocation bureau in the form of a circular sent to the employers of boys and girls.

A Word to Employers

The Vocation Bureau a Clearing House

WE are not exactly an employment bureau, although we are often in a position to find boys and girls for employers when they apply to us. Neither do we intend to find employment for all of the pupils who leave school to go to work. We do plan to act as advisers to the employer who wishes to know more about the applicant for a position, and to the boys and girls who are leaving school to find work, assisting them to select the best work for themselves and to prepare themselves for more efficient service.

Can You Find EFFICIENT Employees?

MANY employers have made the statement that the pupils who graduate from the public schools do not make efficient employees. You may have been one to make the statement that public-school boys cannot add, write, or spell, that they are not willing to work, and, in general, that they are not much good. Have you ever given the public schools a fair chance to answer your criticism? When you hired a boy did you find out from the school authorities whether he was a product of the school representing its efficiency or whether he was some of the waste product that had been cast off as of little value? You would not care to be judged of your business product by the waste material thrown out of your back door. We now ask you to give us a chance to defend ourselves.

How Much TIME and MONEY Have You Lost on INEFFICIENT Service?

YOU have undoubtedly hired a boy, tried him out for a few weeks or months, and after spending much time in trying to teach him something have given up the task and let him go. Would it not have been worth while to find out before you hired him, whether he was teachable, faithful to his duty, or trained to do the work expected of him? We can save you this great loss to your business.

How WE May Help YOU

THE Vocation Bureau, established by the Board of Education, is ready to assist you in this problem of securing more efficient employees. We have the records of efficiency of our boys and girls who are about to leave school to go to work. We can tell you whether they will probably fit into your service or not.

Have you in your employ a good boy or girl who needs some special training to make him more efficient?

Would it not be worth your while to send such employees to us for advice and direction in securing that training?

Will You Do This?

First — Do not hire a boy who comes from the public schools until you have secured a statement of his ability from the Vocation Bureau.

Second — Report to the Bureau any failure on the part of the employee who has been recommended.

Third — Call the Bureau when you need a boy or girl of school age.

Fourth — Send your employee who has the making of a better worker to the Bureau for direction in securing needed training.

PART TWO

HOW SOME PRACTICAL WORKERS HAVE
OBTAINED RESULTS

CONTRIBUTION I

TEACHING VOCATIONAL GUIDANCE IN THE
SEVENTH AND EIGHTH GRADES

BY MARY NEWELL EATON

Statistics tell us that a very large number of children never reach the high school. Several reasons are assigned for this, but two of the most important are that they do not know the value of an education and that they have no real ambition to push ahead. All of them are weaving imaginary futures : some, the worldly-wise ones, are launching themselves on careers at the completion of the eighth grade ; others, the shielded, see high school, college, and the career beyond. Neither group really knows much of the world at large ; the former know their immediate environment, but not its possibilities, and the latter know the world only by hearsay. It is left to the teacher to stimulate this vivid imagination so as to arouse the pupil's ambition to make something of himself. It is thought this can best be done through a study of the occupations of the world or through a study of the lives of successful people.

However, before any real ambition can be stimulated, it is necessary to arouse the interest of the class in this work. The girls are especially hard to interest. Neither machinery nor games appeal to them ; they do not care about the commerce of the world. It is rather difficult to tell exactly what the girl of this age is interested in,

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though sometimes music or art or housekeeping arouses her. Secretly she expects to marry. Why then burden her mind with agriculture or plumbing or manufacturing? She thinks the whole study of vocations was made for the boy, and so sits back in a resigned and helpless manner, indifferent to the work. Her attitude says, "If occupations must be studied, I shall do as little as I can." The boy, on the other hand, thinks that this is the greatest subject in school; the school authorities have at last decided to give something that gets down to life and his needs. He will do extra work with pleasure, and begs for the allotted time to be extended.

It is difficult to state definitely the amount of time that should be given to this work. Sometimes it may take weeks to get the interest of the class before actually beginning. It is never advisable to state at first that this is a study of vocations. Sometimes one exercise — and they are all long — should be given each month, and sometimes more real value ensues from a concentrated study every day, for two or three weeks. The allotment of time depends entirely on the class — their interest, the ease with which they attack the subject, and the good they get out of it.

In working out the exercises for the seventh and eighth grades, it was necessary to consider the conditions that had to be faced. Young people of this age (twelve or thirteen) think in terms of the concrete, therefore the work of this period has to be made concrete. If a boy is asked to explain how to run an engine, he can tell because he can see it and handle it. The facts come easily to mind, for the subject is concrete. But if, on the other hand, he is asked to

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explain why he likes a certain book or a certain person, he is lost in a sea of vague and uncertain ideas. He knows he does or does not like the book, yet to tell even one reason is very difficult. Consequently the subjects for composition are chosen largely with regard to their special adaptability, and when they seem abstract, it is hoped the teacher may bridge the gap by asking stimulating questions. The idea is to try to make the subject seem real and important to the individual.

Two other characteristics that were considered in making the exercises were hero-worship and optimism. Young people are admirers of the great, but yet they do not like to read about them themselves, for often the books are too large or the language is too complicated. It is unfortunate that there are so few good lives of truly successful people in simple form. The teacher should take care, in selecting a list of biography for these grades, that the lives are written in simple, entertaining English and are accounts of occupations that are varied in extent. The other quality that must be taken into consideration is the pupils' supreme faith in success. They are all going to be successful themselves, of course. One never reads of unsuccessful men, and all the boys and girls they have known — within two or three years of their own age — have been successful. I verily believe a "blind alley" job seems a successful occupation to the seventh-grade boy or girl, for the three or four dollars he receives spells wealth, and the prospective ten means luxury. The best thing that I know to convince the eighth-grade pupil that this is not true is to have older pupils, who have been out of school and returned, talk to them on "Why I Came Back," or to

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get comparative figures of wages of eighth-grade and high-school graduates.

It should be the purpose of the teacher during the seventh grade to arouse the ambition of the pupils, and during the eighth to attempt to show them the value of an education. The exercises on occupations and biography (the first seven) belong to the first class, and it will be seen that they lend themselves easily to both oral and written composition. It has been found advisable to carry on this vocational-guidance work in connection with the study of geography and grammar.

EXERCISE I

THE STUDY OF AN OCCUPATION

It is better to begin this by a study of the occupations in the home city and those the pupils can find out about easily. Each pupil can be asked to tell or write about an occupation such as his father's or some relative's. He should be given a list of topics to guide him in his inquiry, so that he may discuss the subject understandingly.

SUGGESTED OUTLINE

1. Name of occupation.
2. Explain the work. (Here could follow a detailed account of the work, a description of the place where the work is carried on, the machinery used, the lighting system, hours per day, effect on the health of the worker, the ventilation, or anything else that would interest the class.)
3. What education would a man need before entering it?
4. How can one get into it?

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EXERCISE II

THE COMPARATIVE STUDY OF AN OCCUPATION

LIST OF QUESTIONS

1. In what foreign countries can this occupation be found?

The names of the leading European, African, South American, etc., countries should be placed across the top of the blackboard, and the occupations that the children name placed in a column at the left. Then every country where the occupation is found could be checked. Each continent should be studied separately. In this way the class would get a very clear idea of the extent of the occupation. It is wise for the teacher to guide the choice of occupations listed, so that there would be a wide range of subjects. The whole value of this vocational work is lost unless the pupils learn that there are other occupations besides the few they know. The exercise may give them an incentive to look into new occupations.

2. How does the occupation in these other countries differ from it as I know it?
3. Where should I especially like to live to follow it? Why?
 - (a) Is the country healthier?
 - (b) Does the country give me more opportunity to expand my occupation?
 - (c) Could I live contentedly in the country?

EXERCISE III

AN ACCOUNT OF A TRIP

This trip could be one taken through a manufacturing plant or an office building or a store. The occupation is studied first-hand. All young people like to tell of interesting places, and usually tell their experiences very well.

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SUGGESTED OUTLINE

1. Name of place and name of occupation.
2. Location of occupation.
3. Why this occupation is of interest to me.
4. Give a detailed account of the trip, showing pictures of the place, and explaining several interesting processes, machines, etc.
5. Where is the output of this occupation sold or distributed?
6. Is it a vital necessity to man? that is, could he do without it in times of financial trouble?
7. Do men who work in it render any service to the community aside from their personal gain?

EXERCISE IV

REVIEW OF THE STUDY OF OCCUPATIONS

1. What is the most interesting occupation that we have heard about? Why?
2. Which take a long preparation?
3. Which require an educational training?
4. Which are trades? professions? jobs?
5. Which should I especially like to follow if I lived in New York? San Francisco? Panama? London?

EXERCISE V

THE LIFE OF A SUCCESSFUL PERSON

The first thing in the study of biography is to read to the class the life of some man or woman who has been successful, in the best sense of that word, and who has not lived earlier than the eighteenth century. The more the character appears to be in touch with present-day conditions, the more alive he seems, and the more heed the children pay. After the reading the teacher should lead the class to talk about the life, trying

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to bring out the kind of man or woman this person was. She should conform to the following questions, which are to be given out after the recitation is concluded.

WORKING QUESTIONS

1. When and where did — live?
2. What work did he do?
3. What was the most important point in his life?
4. What pleasures did he have?
5. What made his work successful?
6. Did he render service to his fellowmen?
7. Did he live by any law, or motto, or aim of his own making? What was his guide (law, motto, aim), and was it a good one or not? Why?

The pupils should take this set of questions home to study. The next day the teacher can make this an exercise in oral composition by asking them to tell what has been read the day before, or she can have them write the answers in school independently. She should permit all the preparation necessary, but impress upon the class that the marking is to be on how well they have told what they know. The pupils should be permitted to use the dictionary during the writing, but the teacher should give no assistance and she should not allow the pupils to reread the biography. They should be expected to write what they remember from the first reading, assisted by the questions above. Here is an opportunity for composition work that is really worth while.

EXERCISE VI

ASSIGNED BIOGRAPHY

The next work of this kind is to assign one biography to each pupil, and then proceed as before. This makes a better exercise in oral composition than in written, for all the class should hear all the lives. It also gives the teacher an opportunity to ask questions to bring out points that the pupil might overlook.

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EXERCISE VII

BIOGRAPHY

If the teacher cares to have another exercise of like nature, she can ask the pupil to tell the life of some member of his own family, or of some friend, that he thinks has become successful. This will lead naturally to a consideration of the life of the pupil himself.

EXERCISE VIII

AUTOBIOGRAPHY OF THE PUPIL

This exercise is always a very interesting one from the teacher's standpoint, for it establishes a personal relationship between teacher and pupil that will make the teacher a sympathetic friend as well as a judicious guide. As this should be a written composition and written very fully, she often learns facts about the individual that she can use very effectively in reaching him. Many times after reading the autobiography she is able to recommend reading or games that will especially please because she knows the pupil's taste.

The outline given for the pupil to work on will vary greatly with the school. Some teachers will wish to have much information and some teachers less. Whatever is asked, the pupil should be told that this exercise will be regarded as a *confidential* communication.

SUGGESTED OUTLINE

1. My birthplace, age, and early life.
2. My family: nationality of parents, their occupations, brothers and sisters, pets, etc.
3. My health (a very important topic).
4. In what study I have made the best record. Why? The study I like the best. Why?
5. My favorite game, book, character in history, etc.

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After these have been handed in, they can be filed or charted as below.

CHART OF LIFE

Name of Pupil	Date of Birth	Number of Brothers	Number of Sisters	Health	Occupation of Father	Occupation of Mother	Favorite Study	Father's Nationality	Mother's Nationality	Favorite Book	Teacher's Comment

EXERCISE IX

PERSONAL EXPERIENCES

In teaching the value of an education, the teacher finds it worth while to know the life of the pupil and then to assign a series of themes that deal with the events in his life in expanded form. Such subjects as "How I earned my First Money," "My First Real Work," "How I spend my Saturdays," are good to use.

MY FIRST REAL WORK

(Questions given to assist in the preparation of the theme)

1. How old were you when you did your first real work?
2. What kind of work was it?
3. How did you get it? Did you hunt it, or did you procure it through some one else?
4. Was it steady work? or did the firm want you only a short time?
5. How long did it take to complete the work?
6. Are you working at it now? How long have you worked?
7. What did you earn?
8. What did you do with the money?

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9. Why did you leave the work?
10. Would you like to work at this when you grow up?
Why? or why not?

The pupil should be impressed with the fact that these questions are not to be answered mechanically. They are only given as a guide.

EXERCISE X

TECHNICAL TERMS

After the teacher finds out what the pupil has done, what his ability is, and what he would like to do, she can explain such terms as occur during the study of vocations. This exercise can be oral or written by the whole class or made a group exercise, one topic being assigned to several pupils so that all the technical terms can be covered in one recitation. Below are two outlines of terms that are common.

BLIND-ALLEY JOBS

1. What are "blind-alley" jobs?
2. Give two or more examples.
3. How do people get into blind-alley jobs?
4. What does the work consist of? Does it require strength or brains?
5. What special quality should the person have?
6. What is the pay of a beginner? What is the rate of increase? What is the highest wage paid?
7. What opportunity is there for the person to advance?

APPRENTICE SYSTEM

1. What is an apprentice system?
2. What occupations require apprentices?
3. What pay do they get while serving? How long does the apprentice have to serve?

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4. What is the pay for skilled workers? What is the rate of increase?
5. What is the work like? Does it require any special education?

EXERCISE XI

THE VALUE OF AN EDUCATION

Though young persons think that all people are successful, it is well to have them hear the story of how these became so. Usually the account of their struggles is very interesting. The first and most entertaining of these talks can be given by some boy or girl who has actually learned the value of an education. In every class there are pupils that have dropped out at the end of the eighth grade, because of sickness or lack of money, but returned to school after a period spent at work. The pupils in school always enjoy hearing these young people, because they are near their own age. The story seems truer than if some older person tells it.

It is well to give the talker a guide so that he will not ramble. Here is a suggested outline :

WHY I CAME BACK TO SCHOOL

1. The reason why I left : illness, illness in the family, lack of money to stay in school, etc.
2. The way I was first inspired to return : talk with a friend, desire to enter another occupation, etc.
3. What enabled me to return — money or other aid ?
4. Discouragements and how to face them.
5. Ways of earning money to stay in school : working in the school, in the lunch room ; taking care of children in the afternoons for tired mothers ; clerking in stores, etc.
6. Why I think an education is valuable.

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The next step is to have each member of the class talk with ten or more grown people to find out their opinions on why one should have an education. This information should be listed, so that parts can be read. Almost the same outline that was used for the former exercise can be used for this. Have the pupils add at the end of the paper their own opinions after talking with these people.

EXERCISE XII

THE FUTURE OF THE PUPIL

It is not the purpose in this grade to compel pupils to choose a future for themselves, but to urge them, if they have no idea in mind, to imagine one. The effect of securing serious thought upon the subject is sufficient. They should know the educational requirements and a few characteristics of the work they think of doing. If they tell what they would like to do after leaving school, such subjects as the following can be assigned them: "What I could do if I left School Now," "My Course in High School," "The Technical School," "My Apprenticeship," "What Some Other Young People have done." There is a very good comparative table of wages that a family of boys earned in *The Outlook* for August 26, 1911. The problems given there have always proved of interest.

MY COURSE IN HIGH SCHOOL

1. Name of course.
2. The person that advised me to follow this course.
3. What advantages for my chosen occupation does this course offer?
4. Which subjects offered in this course do I know about?
The subjects I do not know?
5. Do I wish to take any subjects not offered in this course? Why?

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6. When I graduate what shall I be able to do that I could not do if I left at the end of the eighth grade?
7. If I follow my course shall I be ready to enter my chosen occupation without a college course? or further study?

SAMPLE EXERCISES BY SEVENTH- AND EIGHTH- GRADE STUDENTS

AN EXPERIENCE

I know a girl, of whom my father is the guardian, who left school after graduating from the eighth grade.

She is an orphan. There was a small amount of money left to divide between her small brother and herself. She wanted to go through high school, but there was not money enough to put her through and take care of her small brother. So, with the consent of Probate Judge Higbee and my father, she obtained a position in one of the leading department stores of this city as cash girl.

She was not at all satisfied with her position, and knowing that her chance for promotion would be poor, she started to attend night school.

Since that time she has been promoted several times and at present is in the office of that store. I do not know the name of her position, but she checks all sales as they are sent in. Everybody speaks highly of her.

She never could have been promoted so rapidly if she had not studied further than the eighth grade, as those who stop study at that time have very poor chance to gain any real good position. Instead of being through school at that time, we have really just begun our education.

This girl was very anxious to go through high school, and would not have left school if it had not been necessary. As it is now, she is self-supporting, has some of her money still left in the bank, and is going to help her brother when his money is gone, and she still continues to study.

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MY NATURAL ABILITY

BY A BOY

I have always liked to build and work out plans of automobiles and model aëroplanes and such things. I began very young to have a desire for this work. About the first thing I liked to do was to pound nails, but this did not satisfy me long, for I wanted to make things such as I had seen men make.

I have often envied great men like Thomas Edison and Fulton and have wished I could invent some new device that would help mankind.

I always like to do my work to the best of my ability, but it is sometimes hard to get everything just right and it takes a great deal of patience. When I am building anything I usually have it on my mind most of the time. Sometimes I lie in bed planning something and can hardly go to sleep.

Last term a few weeks before our summer vacation I began to plan an automobile which I intended to build during my vacation. I formed a picture of it in my mind and began work on it after school nights, because I was very anxious to complete it. The first part of the work was to make the frame, which took a long time and great patience. After I had completed the frame I put in the electric wiring. I put all the switches on the dashboard so that they would be within reach, making it very handy to turn the lights off and on. When this was finished, I covered it with the tin I had bought for it, put on the finishing touches, and had it out the Fourth of July.

I think I have special ability along this line because I like to draw plans and construct things while others are playing football and other games.

As far as I know now, I like mechanical work well enough to make it the basis of my life work. I am now taking mechanical drawing and I expect to take up the course in high school that will prepare me for an engineering course in college. I think that I shall succeed in this work, because I cannot imagine myself doing anything else.

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WHAT I FOUND TO ADMIRE IN FLORENCE NIGHTINGALE

BY A GIRL

Florence Nightingale was cheerful, sympathetic, persevering, energetic, and sweet.

Even when she was a small child she showed an extraordinarily cheerful disposition. Often feeble old ladies, living near her home, and suffering with rheumatism, would ask for Florence. She always came with a basket full of tempting dishes. She would stay with them, always speaking cheerfully, until their pain had apparently left them. At the Barrack Hospital, also, her cheerfulness did a great deal for the soldiers, as well as for her assistants. Every night as she passed through the rooms, with her lamp in her hand, to see if all was well for the night, she would speak a word of cheer to each soldier who had not yet found sleep.

She showed her sympathy clearly in these instances. While riding through the country one day she came to a sad shepherd whose dog had been very much hurt. She did not merely tell the shepherd that she felt sorry for him, but set about to help the dog. Dressing and tending the wound with the utmost care each day, he was soon able to watch the sheep again with his delighted and grateful master. After a soldier's death in the hospital, she would write home to his people letters full of sympathy and comfort. Often the people were strengthened by these letters, which were treasured very highly.

Miss Nightingale showed perseverance in many instances. When she arrived for the first time at Scutari, and saw the awful conditions there, — how the supplies were not brought up to the hospital, and how the men were suffering and dying for the want of them, — she did not give up in despair, but put herself to the great task, and procured them. At the time when she was visiting the hospitals of the French during the war, and became ill from overwork, she still was persevering. Having regained her health, she again, against the wishes of her physician, set about doing the work she loved.

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Florence Nightingale was extremely energetic. After her return from the war she was confined to her room for the rest of her life ; but then she wrote plans about how she desired to have the hospital managed, which had been given her by all the English people for her devoted service. She also wrote some very interesting books during this period about the war.

Another characteristic is her modesty and sweetness, for which all those soldiers loved her. In England every one was at her command. She was not commanding, but everything she said was said in such a sweet way that no one could refuse her. For example, the supplies were all in the ware-houses, instead of in the hospital where they were needed. She went to one man and asked him to unlock the ware-houses and bring up the supplies. He said he would not be permitted to do so unless a certain man gave him permission. She then looked up this man, who gave numerous excuses, but he found, as all others did sooner or later, that Miss Nightingale could not be refused. The ware-houses were opened and the supplies taken to the hospital. Before her arrival the orderlies were indignant at having a lady come and manage things, but all unaware they soon found themselves eager to do anything for the lady with " the soft gray eyes."

CONTRIBUTION II

THE ESSENTIALS OF CHARACTER THAT MAKE FOR SUCCESS IN LIFE

BY MARTHA E. CLAY

The second step in vocational guidance in the High School is the study of the life of some great character. The purpose of this study is not to impress upon the pupils the dates of the great man's birth or death, or even his greatest achievements, but rather to bring out the character which made such achievements possible, the traits leading to success which the student himself may cultivate. In every great character certain traits are invariably found. These may be summed up as follows: The man, great in character and achievement, has an active purpose in life; a memory which keeps the purpose steadily before him; a high regard for truth. Besides, he can be depended upon to show initiative in accomplishing his purpose.

To bring out the full value of these traits to the students, five lessons were given while they were reading the life of the great man or woman they had chosen — lessons on Purpose, Memory, Truth or Dependableness, Initiative, and Success. Before each lesson a story was told to illustrate the characteristic. The power of a strong purpose may be brought out by the story of the conversion of Saul,

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the life of Grant before the Civil War contrasted with his life as a general, the early struggles of the Wright brothers, Livingstone's return to Africa, the endurance of Peary, or the early life of some business man in the pupil's own city. Before the lesson on Memory, the story of Jean Valjean's forgiveness by the bishop was told and the effect that the memory of that kindness had upon his life was brought out. The other side, the weakness that comes from forgetting one's highest aims, may be brought out in the life of Christopher Marlowe, or in the denial of Peter. This method was also used before the lesson on Truth, when the story of the Mississippi Bubble or the life of De Lesseps was told to demonstrate the value of business honor. To precede the lesson on Initiative the "Message to Garcia" is very effective. The last lesson, on Success, may be illustrated by the story of Joseph, Father Damien, or Sir Walter Scott.

After hearing the story, the pupils wrote in class answers to five or six questions on the subject under consideration. These were corrected in class and copied outside for the next day's lesson. After the teacher had read them over, some of the best were read in class, and also some that showed hazy ideas, which were cleared up by class discussion.

After this course the pupil was able to give a character sketch of the person whom he had been studying, to distinguish the important from the trivial. We can hope too that his own character received an uplift, that he learned to support his aim in life by the memory of others who have had setbacks and struggles like his own, and who have yet succeeded.

Below are questions which suggest the type used.

THE ESSENTIALS OF CHARACTER

I. DEPENDABLENESS

1. How does a good memory help us to be dependable?
2. Why should one keep his word even if it is inconvenient to him?
3. What harm does breaking our word do us? What harm does it do other people?
4. Should we keep the letter or the spirit of our promises? What is the difference?
5. What will a dependable person do at a party, in a game, in a class, for his employer?
6. Does the world need dependable people? In what places?

II. INITIATIVE

1. What is the harm of asking too many questions?
2. Why does Initiative have as a root meaning "a beginning"?
3. How does it help one obtain his aim in life?
4. Which helps one most to acquire initiative — a good memory, good reasoning power, or a good imagination?
5. What studies help one to cultivate each one of these qualities?
6. Are self-reliance and initiative anything alike?
7. What people have you heard of that were known to possess initiative?
8. Note an instance of initiative seen in any place in which you happen to be to-day (in the lunch room, the class room, or a shop).

III. SUCCESS

1. Who is the happiest person you know? Why do you think so?
2. Does success always mean happiness or contentment? Illustrate.
3. What is the best test of success?
4. Does a setback prevent a man from becoming successful in life?
5. Does a man who lives obscure and unknown to the world at large ever lead a successful life? When?
6. What have purpose, truth, dependableness, memory, initiative, to do with success?
7. Name four characters who were successful or unsuccessful. Why do you think this?

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SAMPLE EXERCISES BY NINTH-GRADE STUDENTS

SUCCESS

I do not believe that success always means happiness, because great people are not always happy. Jane Addams is not particularly happy, because she sees the hard part of life. Lincoln was not happy, because of the strife between North and South which caused thousands of deaths. Success usually means contentment, because a successful person is contented by knowing he did his best to help the world. Christ was contented to know He did His best to improve mankind. The best test of success lies in the knowledge that one has been of service to his city or country. One must have truth, a purpose, dependableness, and faith to succeed. These things made Lincoln rise from a poor boy to the presidency of the United States. Four people whose characters were successful were Plato, Pericles, Aristides, and Charlemagne. Some who were unsuccessful were Themistocles, Henry IV, and Robespierre. Purpose, truth, memory, and dependableness are the four main roads to success.

BEING DEPENDABLE

I think that a good memory helps us to be dependable in that we can be trusted to do a thing if people know that we can remember well. For instance, if a mother wants her boy to go to the store and he has just time to get there before it closes, she will not want to take time to write the articles she wants, but the boy must remember. If he remembers everything, she will depend upon him again probably for something larger.

We ought to keep our word just for the sake of our honor and for the sake of doing right. The person who will not keep his word when he will suffer a little inconvenience by doing so, will keep on breaking his word to avoid small inconveniences until he will have no respect for the truth at all. The harm of breaking our word is the losing of our honor and the respect of other people. Breaking our word makes us feel, or ought to,

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like the dog who comes sneaking up to his master's feet after he has done something which he knows is wrong. If we promise something, we should fulfill it, and not just a part of it. For instance, if a boy promised his father to quit smoking and going down town nights, and did stop going down town nights, but in a few days began smoking, I think he would have very little will power and self-control, which he needs so much.

A dependable person when attending a party always takes part in helping with the entertainment if he can. He will always either accept or decline an invitation for a party very soon after he receives the invitation, so as not to keep the host or hostess wondering how many to provide for. A dependable person in a class always has his work in on time, takes part in discussions, and does not try to see how little he can do and still pass his work. A dependable person working for someone else will be courteous to his employer and the customers, will work hard, and, like the dependable schoolboy, will not try to see how little he can accomplish and still hold his job.

The world surely needs dependable people. Anyone who starts out in life with the intention of being dependable and honest, and lives up to his intentions, will surely succeed. He may not become wealthy, but there are many better ways to succeed than that.

CONTRIBUTION III

THE WORLD'S WORK — A STUDY OF VOCATIONS

BY ANNA E. WORKMAN

The purpose of the vocational work during the first half of the second year is to become acquainted with the world's work. The average high-school boy or girl knows little of the world's industries, other than the one that his parents are connected with and those that the city boasts of. The aim this semester is entirely informational. We make no reference to the student's future ambition, other than to note the part it plays among the world's great enterprises.

Our first aim is to create a desire among the students to know something of the vast field of occupations. We begin by speaking of the world our grandfathers and great-grandfathers knew. We recall the trades they learned, and the enterprises they were interested in. We refer to the great home industries — the spinning, the candle making, the shoe repairing, and the like, that are now the business of large factories. We turn from this picture to that of to-day — the hum of manufacturing industries, the hurry of great city traffic, and the complications of commercial activity. We consider the professions — the number of men and women who are lawyers, doctors, teachers, and nurses. We then ask, "How many vocations do you suppose there are in the world to-day?" The class, now

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interested, will guess, but come far short of the truth. They are then told that while there are only twenty-two "standard" professions (and it is largely with these that they are familiar), there are nearly four thousand occupations open to men, and that according to the latest U.S. census report only four of these — that of the chimney-sweeper, the roofer, the lineman, and the man who serves in the U.S. Navy — are not now open to women as well. The next step is to ask the class to take pencil and paper, and, without preparation, to list as many of the world's occupations — desirable and undesirable — as they possibly can. When they find that a possible forty or fifty is the extent of their knowledge, they realize that they have something to learn of the "world's work."

We then make our first assignment. We ask the student to look around him to find where it is possible to learn of other occupations. He readily sees that the telephone and city directories are the nearest at hand. He then becomes acquainted with business directories, such as Bradstreet's, that may be used for this purpose, and is told that vocational bureaus at Boston and elsewhere publish helpful pamphlets. There are magazines also, such as *The Saturday Evening Post* and *Popular Mechanics*, that aim to give some information in this line.

The next step is to set the student to listing vocations. We attempt a classification for the sake of convenience, using some such grouping as the following: (1) professional and semiprofessional; (2) the manufacturing and mechanical industries; (3) the commercial activities — wholesale and retail; (4) the agricultural pursuits — including horticulture, floriculture, and stock raising; (5) transportation,

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by land and water ; (6) the field of civil and political service ; (7) the field of art — music, painting, etc. ; (8) domestic and personal service, including agencies and office work ; (9) building and constructing ; (10) vocations open to women in Grand Rapids ; (11) the unclassified industries, such as fishing. One classification is assigned to each student. His task is merely to list vocations under the head assigned him. We add the interest of competition by seeing, first, who can find the greatest number of occupations ; and second, which pupil, of those working with any given classification, can find the greatest number in his class. If we have more than one section doing this grade of work, they compete to see which can find the greatest number. A week or more is given for the contest while regular work is continued in the class. We keep up interest by speaking of the contest each day and making note of how we are progressing. When the contest is closed, the best lists are read to the class, one list each day. The class attempts to perfect each list as read. Of course, some occupations will be found on more than one list, as they smack of each classification, but this is avoided as far as possible. It will be found that the students are much interested in these lists and continually ask what is meant by this and that "job."

It is our next business to consider why it is good for us to know that so many occupations exist, and how the knowledge may benefit us. We see that some vocations are to be avoided, because they do not serve the world, and — what is perhaps of more importance to the student — that there must be one among these that he can do better than any other, and that it is to his interest to find

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this one. The only way we can find out which of these should be our profession — which will be best for us to follow — is, first, by learning the requirements of this work ; and second, by finding out if we have these requirements. The work of this semester deals only with the first. We now come to appreciate that we really know little about any occupation except that followed by our fathers or kinsmen. In olden times, the boy was expected to follow his father's occupation. Many parents still expect this. Such an essay as the following may be valuable at this point : "The Good and Bad Points in following my Father's Occupation." The boy will often see that he has not a natural aptitude for his father's business, or that if he has, there is danger of failure in it for him, because of the temptation to rest on his father's laurels. Thus the boy that wishes to follow his father is timely warned that his success is for himself to achieve in any occupation. His father can do no more for him than guide and teach him at the beginning.

Our next business is to become acquainted with the most important of these numerous occupations. The student is asked to write out the names of his first, second, and third choices. Either he is honest and chooses the one he believes he would care to follow, or he is lazy and chooses the one that spells the least work for him. In either case, his end is defeated. Our purpose, it will be remembered, is to become acquainted with the world's work. The essay he is to write is to be a matter of information for himself as well as the class. The thing he is interested in is ordinarily the thing he knows about, and our business is to teach him something he does not know. Therefore, he

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is assigned quite another topic from his choice. The opportunity to study his choice will be given him the following semester. This fact is explained to him, and the purpose of the essay carefully pointed out. He has the responsibility of presenting a true and unprejudiced picture of a certain occupation. He becomes the vocational teacher in this field.

It is in making these arbitrary assignments that the skill of the teacher must be brought into play. It is not her business to assign something quite foreign to his tastes and ambitions. She is to give him an insight into the larger things. At the same time she is to turn his attention to the special opportunities of to-day. She must study the individual, and attempt to assign a topic which will interest and benefit him. The new and growing industries — scientific farming, forestry, landscape architecture, and the automobile industry — should be presented, rather than the generally familiar ones ; at the same time, the industries peculiar to the home town or city must not be forgotten. For the girls, the arts of the household must not be overlooked. There will always be the semirich girl who is "not going to do anything." Here is the opportunity to convince her of the curse to society of useless womanhood. She is told to find out from her mother some of the things that the home maker must know. Besides the sewing, the scientific cooking, and the management of the family pocketbook, there are the problems of sanitation and the artistic arrangement of the home. There must be something said of the opportunity the well-to-do woman has to serve the community in which she lives. The girl must see that while "society" may be her "play,"

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she must have a "work" in the world. There will be also the boy whose father says he does not need to know these things now, for he is not going to be "anything for years and years." Such a boy needs to be convinced that, if he wants to avoid missing some of the larger opportunities of life, it is not too soon to begin his investigation. But the majority of our boys and girls are taught in the home the dignity of labor.

The "term essay" is then assigned. In preparation, certain books and articles are required to be read on each topic. The student must do a sufficient amount of reading to "get into the subject," and a sufficient amount of thinking to "get the subject into him." He is required to keep a bibliography of all the material he has found useful to him, and is privileged to use that left by the students gone before.

After he has learned all he can about the subject, he is then — and not until then — asked to talk with some successful man or woman in the occupation. He must go with certain definite questions in mind. If there is no one in town to whom he may go, a courteous letter will bring a reply. He learns that the really successful man or woman always has time for him. Indeed, the very secret of that success lies in the fact that he has time to *give* as well as to *get*.

The compositions are read in class, and questions answered concerning them. Added information is gathered from those who think they know. Each student presents a different subject, and one paper is presented each day before the regular English work is taken up. With these papers we close our vocational work of this semester.

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The outline we use for the essays in our class is as follows :

I. *Introduction*

- A. The Vocation.
- B. What the Term includes.
- C. Branch handled in this Essay.
- D. History of the Vocation.

II. *Body*

- A. The Field To-day (that is, Opportunities).
 - 1. Opportunities abroad.
 - 2. Opportunities at home.
- B. How the Profession Pays.
 - 1. In dollars and cents.
 - 2. In personal satisfaction.
 - 3. In service to the world.
- C. Qualifications Necessary for Success.
 - 1. Education, Training, Equipment.
 - (a) Where best obtained.
 - (b) Amount necessary.
 - (c) Cost.
 - 2. Health, Temperament, Character.
 - (a) Personality.
 - (b) Habits of mind.
 - (c) Temptations to be met.

III. *Conclusion*

- A. Points Favorable.
- B. Points Unfavorable.
- C. General Impression.

SAMPLE EXERCISE BY A TENTH-GRADE STUDENT

TRAINED NURSING

The vocation of trained nursing appears to an outsider to be a very pleasing occupation, one that does not require a great deal of hard work and one that pays well. The neat, trim uniform is particularly attractive and becoming. I was very much surprised

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when I found out what the term included, and after I had talked with certain nurses in the profession, my first impression was changed.

The term "nurse" includes a great deal. As far as I have been able to find out, there are about ten or twelve different kinds: hospital nurses, private nurses, matrons and superintendents of hospitals, head nurses, surgical nurses, district nurses, and Red Cross nurses.

Formerly, nursing was done by members of the family or neighbors who hastened to assist in time of trouble, or by those people who, having more or less ability in caring for the sick, practised the art with such knowledge as they had been able to pick up or had gained through personal experience. To-day, however, nursing means an intelligent care of the sick by those who have received special and scientific training for their work.

Florence Nightingale is one of the most noted of nurses. She revolutionized army nursing. She was born May 15, 1820. She early became interested in hospital work, examined various hospitals throughout Europe, and was trained as a nurse by the Protestant Sisters of Mercy at Kaiserswerth-on-the-Rhine. In 1854 she went to the Crimea, having organized a band of trained nurses in a week, and established the great hospital at Scutari, where she showed rare gifts of organization and heroism. Her health failed suddenly because of her severe efforts, but she refused to accept for herself the subscription of fifty thousand pounds raised for her, preferring to use it for the foundation of the Nightingale Home at Saint Thomas's Hospital.

Clara Barton is another trained nurse of whom the world may be proud. She was born at Oxford, Massachusetts, in 1830. She founded a free school in New Jersey, afterwards becoming a nurse. She nursed and superintended a great part of the work in the Civil War, the Franco-Prussian, the Cuban and Spanish wars, besides being at the head of the flood relief work and the Russian famine. When the Red Cross Society was started in the United States in 1881, Miss Barton was elected the first president and remained in that office until 1904, when she resigned.

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The field for nursing has grown rapidly, especially within the last few years. New opportunities are opening for nurses in connection with social service, and since this work is a growing one, such opportunities will increase. Some of the special lines of work are the following:

1. *District nursing.* Nurses are engaged by a District Nursing Association, whose fund comes from private contributions. These nurses are employed to care for poor sick people, who are not able to pay, and for those who have very little means and can pay only a little.

2. *Nurses at milk stations.* There are about ten of these stations in the city of Boston. At these stations nurses go out to tend to the proper feeding of babies and to instruct the mothers. These nurses receive a good salary.

3. *Nurses in tuberculosis work.* These nurses go out from the hospitals in the larger cities and visit the homes in which there is a tubercular patient, and give care and instructions.

4. *School nurses.* The school nurses visit homes in which the pupils are ill, and they report to the schools. They also give instructions and care, if needed. Besides this, at appointed times during the year, they examine the schools for diseases.

In all these cases, living expenses must be paid from the nurse's salary. At present about one hundred nurses hold positions such as the four just described in the city of Boston alone. Besides all these positions in social-service work, there is a great field for private nursing and for hospital nursing. There is also the Red Cross Association, which has about three thousand nurses that may be called upon to serve in time of need. Not only in this city but in many others the practical nurse has a large field, a practical nurse being one who has received a home training or only part of a hospital training. Many people prefer practical nurses, and of course their services are less expensive.

The field in Grand Rapids is very large for a city of this size. At present there are about one hundred fifty nurses registered in "The Nurses Central Directory"; but even this number cannot supply the need of this city. You see that there is one nurse

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to about eight hundred people. In epidemics very often one finds it almost impossible to secure a good nurse. If all the nurses that graduate from our hospitals would stay in this city, the demand would be more than filled, but as about one half of the graduates leave the city, there is always a call for more.

The qualifications necessary to become a nurse are very exacting. A girl who plans to become a nurse should have sound health, a great power of endurance, and a good physique with an appearance of good health, including good skin and teeth, perfect hearing, and good eyesight. She should be a person who does not need an unusual amount of sleep, for in nursing one must often work with very little sleep. She should have a good supply of patience, tact, good nature, intelligence, and common sense, and she should be resourceful so that in any emergency she will be able to act wisely. She should be teachable, and able to give close attention to rules ; she should be always willing, and have a certain dignity and refinement of person, quiet, pleasing manners, and a neat and attractive appearance. Most of all she should have a real love for her work, and have high ideals in regard to it. It is usually required that a girl be twenty-one years old to enter a training school. Some schools, however, admit girls at eighteen or nineteen. In nearly all schools, a high-school training is required. Girl graduates from our schools in this city take the "Florence Nightingale Pledge" upon entering a nurses' training school. It is as follows :

I solemnly pledge myself before God, and in the presence of this assembly, to pass my life in purity and to practice my profession faithfully. I will abstain from whatever is mischievous, and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence any personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling. With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care.

Nursing is a profession that pays well — in almost all cases, very well. As a private nurse, one receives from \$20 to \$25

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a week, besides board, lodging, and laundry work. Head nurses in hospitals receive from \$30 to \$45 a month, besides living expenses. Matrons and superintendents receive much more, as they are persons of experience. District nurses receive a good salary, and nurses at milk stations receive from \$60 to \$75 a month. Nurses in tuberculosis work get \$75 a month. School nurses get a yearly salary of from \$700 to \$800. In these last cases living expenses must be paid from the salary. A practical nurse gets from \$10 to \$15 a week, which is a very good salary. Red Cross nurses of course receive only a small salary, as theirs is charitable work.

The personal satisfaction gained in nursing is perhaps greater than in any other vocation. The joy of doing for others and helping humanity is great. When a nurse stops to think of the lives that are being saved every day by the nurses of the country, and of the fact that she has her small part in the great work, she feels fully repaid for the hard, exacting work through which she has passed and is passing. The burden of suffering is eased by the nurses as much as, if not more than, by any other persons in the world. Many sacrifice their whole lives for their work, and the number of lives saved is very great.

In all vocations there are the favorable and unfavorable points. Nursing makes a girl equal to emergencies and in a way a more useful, self-controlled woman. Her personal satisfaction in her service to the world fully repays her for the sacrifice she makes in performing many disagreeable tasks. Perhaps one of the most unfavorable points in nursing is the long and irregular hours. She may be called on at any time of night or day. A private nurse cannot count on steady employment. Hospital nurses have very little time to themselves. It is very tedious to be on one's feet so much, almost day and night, and only very strong girls are able to do it. So anyone taking nursing as a vocation should not decide hastily. There are many things to be taken into consideration, and only a girl with health, character, and a great love for her work is able to succeed.

CONTRIBUTION IV

CHOOSING A VOCATION

BY MARY E. MURPHY

In the second semester of the tenth grade, as has been shown in the text, the pupil makes, if possible, a choice of his life work. He discovers, by reading and by conference with those who are fitted to inform him, what qualifications are necessary to success in the occupation for which he has a liking, and then studies himself with a view to ascertaining, if he can, whether or not he possesses any or all of these essentials. To aid in this study, a detailed *questionnaire* may be given him, the careful answering of which will necessitate a self-examination as to tastes, natural ability, and ambitions. The answers will be of great help to the teacher in assigning later work on a definite occupation, and introspection to this extent need not be harmful to the pupil. In connection with this study, the pupil tries to find out how much he has been influenced by other people, and whether this influence has been a wise one; how much, and in what ways, he has shown, in or out of school, that he has any ability in the direction of a definite occupation. He writes many short papers on subjects along this line, does ample reading in books suggested by the teacher, and also — and this is a very important source of help — interviews those people

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who have achieved success in his chosen work, and who, consequently, can answer the many questions which fill his mind. Finally, all of the material obtained in these different ways is combined in a well-organized exposition on the chosen work, accompanied by an outline.

In the Grand Rapids Central High School, the work of this semester is largely composition work. Everything taken up is studied primarily to perfect the pupil's mode of expression. Here, where a variety of topics is needed which interest the pupil and draw the best from him, the work in vocational guidance furnishes excellent subjects, for it is practical and definite, besides offering many and various sources of material, and demanding some study and reading.

Before the long paper is written, a gradual preparation should be made. Since the first drill in composition in this grade is in paragraph development, valuable suggestions for personal study helpful to the later work of actual choice of a vocation can here be made. Paragraph development by detail, example, comparison, contrast, etc. can be very well taught by assigning subjects which lend themselves admirably to the particular lesson, and which, at the same time, lay the foundation for the more intensive and extensive study in the long essay. The following topic sentences for paragraphs developed by the various methods studied in the ten-two grade have been found helpful :

1. My favorite work is —.
2. Mathematics (or any subject) is my favorite study.
3. My hobby is —.
4. Responsibility should be developed early.

CHOOSING A VOCATION

5. Life on a farm helps to develop a boy's responsibility.
6. Engineering requires a thorough knowledge of mathematics.
7. My greatest ambition is —.
8. — (an occupation) is unlike — (another occupation) in nearly all respects.

The last topic, or a similar one, employs the method of contrast. These subjects are of interest to the pupil, and are suggestive of further study which he may give vocations in general and his own life work in particular.

Longer papers are of course needed in the ten-two theme work, and here, again, the subjects of vocational interest are valuable for the reasons already stated. The following topics may be written on the board and freely discussed by the class, after which each pupil may select one for his own three-to-four-page theme :

1. How to avoid "blind-alley" jobs.
2. Why I prefer the "open-door vocation."
3. The value of deciding early upon a vocation.
4. How I happened to choose — as my vocation.
5. The story of — (some relative or friend who succeeded in his chosen work).
6. Why I think I have ability to succeed as —.

On the day these themes are brought to the class they may be read aloud and the subjects again discussed, for the pupils are interested in them. The day upon which these themes are reported may be set apart as a "club" day, with one of the pupils chosen by the class to preside over the session. Such a plan will often stimulate freer discussion than that which is usually obtained by the more formal classroom methods.

A theme which is the result of this kind of assignment is given here.

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SAMPLE EXERCISE BY A TENTH-GRADE STUDENT

THE VALUE OF MY VOCATION TO THE COMMUNITY

I have taken a great deal of time and thought in deciding upon the line of work which would be best for me to follow. There seemed to me to be three points which should be considered by young people deciding upon their vocation in life. These three are equal in importance. First, no one can hope to be successful in work which is distasteful to him. Secondly, people are qualified along certain lines and have ability for a certain kind of work; therefore, it is very necessary that your ability should be closely studied in connection with your vocation. Thirdly, and most important, the question is, *What is the value of my vocation to the community?*

I consider the vocation which I have chosen, namely, that of teaching household arts, to be very useful to the community as a whole. Few people fully realize all which the term *household arts* implies. Owing to the frequent misuse of the term, many recognize the science of cooking as the single study included in this course. But this is not true in fact, as the term includes sewing, millinery, textile work, and all domestic arts.

In every direction in which I look I see the need of domestic science. Our growing girls in this generation must have some training in domestic work, for every girl will be in need of it some time in her life. And in nine cases out of ten the young girls of this age are not getting this training, owing to various reasons. In many cases the mothers are too much interested in social events to give their daughters the proper amount of training in cooking. The girls of these homes cannot possibly learn the domestic arts in their homes; therefore, there must be some preparation made for them to obtain that training otherwise than at home.

A girl friend of mine has this condition to contend with. She has many times expressed her desire to learn to cook, but her mother evidently thinks it not necessary that the daughter be taught household arts. Another girl of my acquaintance is

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the only child in the family. She and her parents board. How is she to learn about domestic work? Consider also the many poorer families where the mother works during the day, perhaps in some factory, and cannot have the patience to teach her daughter after a day of labor. Then there are the very poor districts, some foreign and some American, where the mothers have no knowledge of preparing a good wholesome American meal. How are the girls of these families to learn the art of cooking under such circumstances?

These are only a few of the many cases which show clearly the great need of teachers of domestic science and the installment of this work in the public schools; for if these girls cannot obtain training of this kind in the homes, they must be able to obtain it elsewhere. The educators have discovered this, and most schools are equipped for the teaching of domestic science; therefore, the demand for teachers in this line of work is increasing. So I believe my chosen vocation to be of great value to the community.

These themes and all of the outlines, paragraphs, and short papers are handed back to the pupil to be kept in his notebook, so that any of the material which will assist in the writing of the long exposition can later be used.

The preparation for the long paper itself can be broken up into separate lessons, the results of which are finally organized into a single paper. One lesson is a report from Parson's "Choosing a Vocation" on the qualifications necessary to success in any line of work, and in the chosen occupation particularly. This may be made orally or written in paragraph form. Another, and an excellent lesson, is the report of an interview with a person successful in the vocation.

Before interviewing anyone, the pupil, under the direction of the teacher, should formulate questions which he

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wishes to have answered. For example, a girl who is planning to be a journalist interviewed the city editor on one of the leading newspapers. From him she obtained information concerning the characteristics a woman journalist should possess, the training required, the kind and variety of the work, and the extent of the field open to women. The informal conversation made clear to her definite facts of practical value concerning salary, advantages and hardships in journalism, the chances for advancement, the amount of personal satisfaction to be found, and the tendency toward specialization in the work, such as feature writing; and it gave her, besides, a fund of interesting information which made the subject a live one for her. She, in turn, enlivened it for the class in an excellent oral report made only from notes. From this lesson, she learned three important things: how to approach a busy man courteously and intelligently so as to gain information on his favorite subject; how to organize the material thus obtained; and finally, how to present it orally with directness and interest. Every member of the class, besides, gained a new item of information.

In the meantime, while shorter papers are being written and interviews gained, assigned reading is being done by the pupil along the line of the work he intends to choose for his own. Lists of books found in the public and school libraries are posted, and in every case where it is possible the teacher directs the reading, aiding the pupils in making notes as to points they particularly wish to find. When the exposition is later written, a careful bibliography is appended.

It is now time to organize the material for the longer paper in a logical outline, and on this rather difficult task

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several days may be profitably spent. Even after the proper division is made, with the subtopics in their correct relation, there is still the question of order with a view to proportion and climax. Then some hints as to the transition should be given, and finally the pupil should be set to writing his essay, not a really difficult task when a careful outline is followed.

This gradual development of the long paper, entitled "My Vocation," insures many things. The pupil is interested in each phase of the subject and takes time to think it over; he learns that a long essay on an intensive topic needs careful preparation; he is taught how to organize his material in constructing his own outline; and he is not so apt to take wholesale slices out of a book as he is when he writes just one long essay as the result of a sudden effort.

Teachers who have approached the work in vocational guidance in this or some similar way will agree that it not only benefits the pupil in assisting him in the choice of his life work but also helps the English work in furnishing definite, practical, and interesting subjects.

SAMPLE EXERCISE BY A TENTH-GRADE STUDENT

BRIDGE ENGINEERING

Engineering is the art of constructing roads, bridges, engines, buildings, and the like, and of planning and executing such works according to the principles of nature.

Engineering may first be divided into four great divisions — military, marine, mechanical, and civil. Military engineering deals with the construction and maintenance of fortifications,

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and the surveying of a country for military operations. Marine, or naval, engineering embraces works of a military and partly of a naval character. To the marine, or naval, engineer falls the construction of the war vessels and the various engines of war, such as torpedoes. The mechanical engineer is one who is efficient in the invention, contrivance, and adjustment of all kinds of machinery. Civil engineering, the most extensive branch of the four, deals with the construction and maintenance of bridges, roads, highways, urban and interurban railroads, canals, light-houses, railroads, the metal framework of large buildings, hydraulic rams, aqueducts, sewers, and drains. Therefore, as branches of civil engineering, we have urban and interurban railroad engineering, railroad engineering, constructional engineering, — dealing with the construction of canals, lighthouses, and the like, — and sanitary engineering, which is the newest branch of civil engineering, and which deals with sewerage and drainage problems. In this vocational essay I shall deal with bridge engineering, one of the many branches of civil engineering.

The early bridges were not bridges according to the present conception of the term. They were simply piles driven into the stream and connected by wooden beams on which the floor planks were laid. The Pons Sublicius, at Rome, built over the Tiber about 650 B.C., was of this simple type. The famous bridge built by Cæsar over the Rhine in 55 B.C. was also of this kind of construction. In 1847 Squire Whipple placed the science of bridge building on an exact mathematical basis, such as is used now. Previous to this time, bridges were made of wood and built by judgment, not from previously computed strains. All parts of a bridge were made the same size, and if one piece started to fail it was replaced by a larger one, so that many of the bridges at this period were very weak as well as very strong.

After Squire Whipple had placed bridge building on a mathematical basis, its growth and development were rapid, so that, in the memory of our grandfathers, wood was discarded and iron and other metals were used in its stead. From then on we have the truly modern bridge.

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To-day bridge engineering has perhaps the largest and most extensive field of all the professions. Every new year sees hundreds — yes, thousands — of new bridges spanning great rivers or lakes. What great engineer could span the thirteen miles between the coast of Florida and the Florida Keys? None—except the twentieth-century engineer. What great engineer could span the East River in New York City? None, before the nineteenth-century engineer. How many rivers of the great United States are still unspanned? Thousands! These are the opportunities for the bright young bridge engineer. To-day the old wooden trestles on the great railroads in the United States are being replaced by steel structures. Here alone is enough opportunity for the bridge engineers of this generation. One of the professors in a noted engineering school at Boston said that the demands were so great for graduated bridge engineers that he could not possibly fill them all.

There is hardly any field for bridge engineering in Grand Rapids, for there are no bridge-construction companies here in which to get a start; so it is advisable for one to go to some large city, such as New York or Boston, where the bridge companies are numerous.

In bridge engineering, as in any other profession or industry, "honesty is the best policy." One must also put character into his work, as his reputation will follow him through life and perhaps after his life. A bridge engineer must have a liking for mathematics. He should have a practical knowledge of the fundamental principles of mathematics and know how and when to apply them according to the laws of nature. He should have a liking for drawing and should be proficient in mechanical drawing and know how to read drawings. On this largely depends his success. He must know the laws of physics and gravitation, and must be a constructor. He should have a practical business training, as the bridge engineer is a business man as well as a scientific man. The bridge engineer should have rugged health, as he is almost always out of doors. He must be alert and quick in every situation. He must be a man of action and decision.

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He should be a leader of men, and should have conquered himself ; and he must be reliant and trustworthy at all times. With these abilities and characteristics a man can be truly termed a bridge engineer.

It is not necessary, as it was thought to be ten years ago, to go to Europe for an engineering course. In our own country the young man can be taught bridge engineering as well as, if not better than, in any other. The best places to obtain this training are in the universities, as the University of Michigan, the University of Chicago, the Michigan Agricultural College, Yale, Harvard, Princeton, and the eastern engineering schools. In Boston there is a fine engineering school—the Massachusetts Institute of Technology. A professor in the Massachusetts Institute of Technology states that a man aspiring to be a bridge engineer should go through college, as anyone can, for by working in the vacation he can go through with one thousand dollars. This, he says, can be borrowed if need be, and paid back as soon as possible. He also says that the student should take at least five or six years of college work, after which he should hire out to some bridge-construction company and there learn the practical side.

As soon as a man has graduated from college and has a good recommendation, he is immediately given a position with some company at a salary of from sixty to seventy-five dollars a month. Two years later, if he has proved his worth, he receives on an average from one thousand to fifteen hundred dollars a year. And in ten years from graduation he gets from five to six thousand dollars a year, or more than the average pay of a circuit judge.

Personal satisfaction is a great factor in success, but service to the world is what counts in life. A bridge engineer is personally satisfied when he can lean back in his chair and view the bridges which he has constructed by his own efforts, and which he is sure will stand the severe test of time. But he is even more pleased with his profession when he thinks that if it had not been for him and his predecessors, the railroads which make a

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network through our country could not have been developed, and civilization in general would have been retarded. We can all see how great was the development of the railroads after Squire Whipple put bridge building on a mathematical basis in 1870, and when wood was discarded for metal. If it had not been for this man, we could not have had the long railroad bridges, and those bridges that were up could not have carried the Twentieth Century Limited. So bridge engineering in the last century has helped develop the world.

I think that I shall make a success in bridge engineering, because ever since I was a little fellow I have drawn bridges and have been handy with drawing instruments. When I see a bridge I can generally name its style of construction, and when I am down at the library I always look up something new about bridge engineering and construction. I have always liked mathematics and it is easy for me to grasp its principles. After finishing the high school I intend to go either to the University of Michigan or to the Massachusetts Institute of Technology. Ever since I can remember my father has given me five dollars a month to put into the bank for college, so now I have a neat sum which will help me through college wonderfully.

Bridge engineering, as well as any other profession, has favorable and unfavorable aspects. The favorable points for bridge engineering are that the man is working for a fine object, and that he receives a good compensation, both in money and in personal satisfaction, for his brains and hands. Perhaps the most unfavorable ones are: the engineer has many sleepless nights figuring out some new plan for the morrow; as he is constructing all over the country, he cannot see his relatives and friends for weeks and even months at a time; many engineers have never known the real meaning of "vacation" and of "home."

When I am a bridge engineer, I hope to be the leader of some great bridge project, such as spanning some great distance of water, and in this way to lay my offering at the feet of civilization.

CONTRIBUTION V

PREPARATION FOR A VOCATION AND VOCATIONAL ETHICS

BY CARRIE R. HEATON

After the pupil has studied the world's work and chosen an occupation, the next problem for him, his parents, and his teacher to consider is this : What preparation is needed to fit him for work in this particular occupation, and where can the best preparation be obtained? The teacher can begin the work by assigning for informal discussion in the class this topic, "The Value of a College Education." She will always find that her class contains a number of pupils who expect to go to college — indeed, their parents have planned this college training when the children were babies, and it has been accepted as a part of their necessary preparation for life. On the other hand, there will be some students who expect to go directly from the high school into business and who think that a college education is not necessary for them — in fact, that it would be a handicap. They argue that, in the past generation, the most conspicuously successful business men have gone out into the world early in life and have learned business methods by practical experience. Other students have not yet "found themselves"; their ambition has not been aroused, and college does not appeal to them. In this exercise the

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teacher should aim to present new viewpoints to the last two classes of students. She can skillfully direct the discussion to bring out the points which she wishes to emphasize and which will appeal to the majority of students; namely, the increased earning capacity of the college-bred men and women, their broader knowledge and culture, their capacity for greater and higher enjoyments, the social prestige that college training gives, the cultivation of friendships worth while, the storing up of pleasant memories, etc. At the end of the recitation she should have all the points for and against a college education summarized. Such a discussion is of especial value to the students who think that college training would be of no value to them. The teacher can then suggest the names of books and magazine articles bearing upon this subject and can ask students to read along this line.

The next subjects form excellent material for debates. The class can be divided into groups, each group to debate one of the following resolutions:

1. Resolved, That it is better for the average young man or woman to attend a college with a small student body than a large institution.
2. Resolved, That it is better for the young man or woman to attend a coeducational college than a separate institution for young men and women.
3. Resolved, That it is better for a young man brought up in the Middle West or East to attend a college situated in another section of the country.

Now the class is ready to make a study of different colleges. Most students have very little knowledge concerning the curriculum or student life of any college. As a great many students prefer to attend a college near home, it is a good plan to begin the study of colleges with those in

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the home state. Assign a college to each student. Boys who are planning to work at some particular branch of engineering should be asked to look up the institutions ranking high in this particular kind of work. Those who plan to be scientific farmers should look up the agricultural colleges. Students who wish to be architectural designers are assigned institutions giving good courses in that kind of work. Girls who plan to be teachers study the normal schools and colleges giving good academic and pedagogical training. Others who wish to study some phase of art look up art schools, etc. The school library should contain catalogues of all the leading educational institutions in the United States, and each student should be encouraged to write to the secretary of the colleges he is interested in, asking for catalogues for his own use. In the meantime students should be encouraged to talk with the graduates of the colleges they are studying. These interviews usually give more definite information than the college catalogue affords. The student must keep in mind, in all this work, certain definite points—the courses of study in the college, its rank, its size, the necessary expenses, student life, entrance requirements, etc. After he has some definite knowledge about the colleges and has decided where he had better go, he must plan the remainder of his high-school course so as to meet the requirements of the college he has in mind. It is also impressed upon his mind that in order to enter this college, whether by examination or by certificate, he must thoroughly master his high-school subjects and obtain good standing. This careful planning in the eleventh grade often results in saving a half year or more of additional high-school work.

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Girls coming from homes of wealth usually choose one of the leading girls' colleges. It is worth while for such girls to know the life and aims of these different schools so that an intelligent choice may be made.

The teacher will find that the selection of the college best fitting the needs of the individual student means giving much of her time to personal conference. Wholesale information concerning colleges can be given in class recitation, but the needs of individual students entail careful study of their particular vocation, their character, and what they most need in order to develop well-rounded manhood and womanhood. Some students are better off in a college with a small student body, because they are brought into more intimate contact with instructors and more attention is given to their development along all lines. A more mature student will be able to do good work in a large university. The teacher should make a study of the pupil so that she can wisely direct him to the best college or at least start him and his parents to thinking on this important subject.

To the boys who are going directly from the high school into business or some occupation that does not require college training, the teacher may assign the following topics for study :

1. How can I prepare myself for my occupation?
2. Correspondence schools.
3. Short-unit courses in agricultural colleges.
4. Night-school classes.
5. Y. M. C. A. evening classes.
6. Business colleges.
7. The essentials of business success.
8. Good English as a business asset.
9. The value of courtesy.

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These students will be helped by talking over their problems and aims with some successful business man. Lives of successful men and women can also be studied to discover the characteristics and qualities that made their success.

After this study and thought each member of the class is ready to embody the results of his investigation in a formal essay. It is sometimes advisable to work up in the class a suggestive outline, though when this is done, pupils may be cautioned that, in considering some colleges, it will probably not be best to follow the outline exactly. Some entire discussions may be omitted, and a different order is often to be preferred. The following outline, developed in the class, will show the pupils some of the topics to be considered.

SUGGESTED OUTLINE FOR A THEME

MY CHOICE OF A COLLEGE

I. *Introduction*

1. Necessity for careful thought in one's choice of a college.
2. Name of my chosen occupation.
3. Name of the college I have chosen.

II. *Body*

1. Location of college, size, rank, etc.
2. Entrance requirements at —.
 - (a) Foreign language, mathematics, science, history, etc.
 - (b) By examination or on certificate from an accredited school.
3. The studies I must take in the high school to fit me for college and the grade of work I must do.
4. Expenses at —.

Tuition, board and room, additional expenses, chances for earning money in college, scholarships, etc.
5. Equipment for physical upbuilding at —.

Gymnasium work, sports, etc.

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6. Social life at —.

Dormitories, supervised boarding houses, fraternity and sorority houses, class spirit, college traditions, etc.

7. Intellectual work at —.

Strong courses in —, laboratories and other equipment, strong faculty, buildings, library, endowment, etc.

8. Religious life at —.

Y.M.C.A., Y.W.C.A., chapel and church attendance, Bible courses required, faculty's attitude toward religion.

9. After college, plans for further preparation for my vocation.

The second half of the eleventh-grade work is devoted to the study of the ethical problems arising in the various occupations chosen by the different pupils of the class. The aim of the teaching is distinctly ethical, to instill in the minds and hearts of students high ideals and clear ideas of right and wrong. The proverb "Forewarned, forearmed" applies with double force here. If the pupil knows the moral standards of his chosen vocation, the high ideals of honor and integrity which the best men in it hold sacred, he is forearmed and is much less liable to yield to any temptation to lower that standard and expose himself to the contempt of those whose good opinion he values.

All teachers know that at this time in the high-school course pupils have reached a stage of development when it is profitable to ask them to think earnestly of the problems relating to their everyday conduct as well as to those of the future. This work is also a good introduction to that of the last year, when they are asked to consider their duty to society and the state.

It is a good plan to begin this work by explaining the meaning of the word "ethics" and illustrating it by reference to their daily life. The more practical the illustration

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the better. Take cheating in the class or in an examination, for example. By taking this topic the teacher not only makes clear the meaning of "ethics" but also dignifies the subject used for illustration. She might ask the class to give their opinion on such questions as these :

1. Where and in what ways does cheating usually occur?
2. Give the reasons why students cheat.
3. Are any of these reasons valid?
4. What does cheating lead to? What is its influence upon a student's work? upon his character? Whom does he really cheat?
5. What remedies would you propose to stop cheating—the honor system, or greater vigilance on the part of teachers?

Another subject which is worth while for students to consider as an ethical problem relates to the marring and destruction of public property, such as the schoolhouse and its equipment. After an informal discussion in the class, it will pay to have all the class treat the subject in editorial style, making use of the following points :

1. Reference to the Vandals' sack of Rome and enumeration of some modern forms of vandalism.
2. The cost to the public of defacing and destroying public property.
3. Who must ultimately pay the expense?
4. The proper way for every good citizen to use public property.

After two or three exercises like the above the teacher can go outside the school and suggest topics like these :

1. How to treat clerks.
2. Beating my way on a street car.
3. Picking flowers in the public parks.
4. Breaking the speed limit.
5. Profanity.

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We find that pupils are deeply interested in all these subjects and that such topics are excellent for oral composition. The teacher should bear in mind that these subjects have little value ethically unless they are treated simply and naturally, with reference to modern life and the pupil's own experience, and the members of the class themselves should suggest in the discussion the right viewpoint.

In choosing the first subject for discussion the teacher will find that the daily papers have educated the general public on the evils of late Christmas shopping, so that point may be passed over with brief mention and other points discussed. Nearly every class will contain pupils who have at some time clerked on Saturdays. They can be relied upon to open the discussion by referring to practices which every shopper should consider. They will touch upon the discourteous manner of the customer, her impatience at having to wait if the store is crowded, the uncomplimentary comments on the goods displayed, the effort to "beat down" the price, unnecessary handling of goods easily soiled, disarrangement of stock, etc. The reverse of this picture, the manner of the clerk towards the customer, is also worth painting. The discussion can be closed by the teacher's suggesting the application of the Golden Rule.

After some of these preliminary lessons on everyday conduct we next proceed to the study of the moral problems in different occupations. The teacher will find it necessary to help the pupil to make the application to his chosen vocation. She may ask, "What do the best physicians, the best dentists, the best lawyers, the best farmers or fruit growers believe it is right to do or not to do in

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their work?" Some boy who is interested in fruit growing immediately answers that honorable fruit growers never indulge in "topping," the practice of putting inferior fruit in the bottom of the basket and covering it with high-grade fruit. Another who plans to be a dentist says that the best dentists never make cavities in perfectly sound teeth in order to get more work. Other students give further illustrations relating to their vocations. The teacher can now safely ask all who have made a choice of an occupation to write a theme on the ethical problems of their vocation.

As there is very little literature bearing upon the work of this grade, the teacher will find it necessary to ask pupils to arrange for a personal conference with the high-minded men and women of the city who are engaged in these vocations. Some may have been employed by persons in the chosen vocation and can draw upon their own observations. After the student has collected his material he is asked to make an outline, which, after criticism by the teacher, he expands into a theme. He then either reads his theme to the class so that all may get some idea of the moral problems of different vocations or he summarizes the main points in a five-minute talk to the class.

We have found that it is comparatively easy for students to find material on the ethical problems of some vocations, such as journalism, medicine, law, and dentistry. But certain kinds of business present perplexing problems, to solve which requires more knowledge of economics and sociology than the average eleventh-grade boy possesses. Boys who are going into business life may be asked to write on these subjects:

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1. "Business is business."
2. Get-rich-quick schemes.
3. Good ways to invest money.
4. Advertising.
5. Good English as a business asset.

Information on all of these subjects is easily obtained. The first subject in the list lends itself readily to different forms of literary treatment. One student can explain its meaning in an expository theme, another by means of a short story (see the *Atlantic Monthly* for September, 1913), while a third can treat it dramatically, either in the form of a modern drama or of a morality play.

Some one may ask, "What will the girls of the class who expect to stay at home after school days are over do for subjects?" They have no chosen vocation aside from home making. These girls can be asked to consider subjects like the following that have a real ethical bearing upon women's lives:

1. Are women too extravagant?
2. Explain what is meant by the statement that the French people could live on what Americans throw away.
3. How should a mistress treat her maid?
4. Women's dress.
5. The proper dress for high-school girls.
6. The business woman's dress.
7. What constitutes a bargain?
8. A fair attitude towards one's city or community.

We have found that a consideration of the question of getting bargains is worth while in stimulating thought and cultivating the right emotions. The teacher can direct the pupils to books and magazine articles bearing on the

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"sweat-shop" system and bad factory conditions, which make possible low prices in ready-made underwear and suits. The pupils can then be taught to see that an article of any kind, made of poor material and with poor workmanship, will not wear and is not cheap at any price. Then the conclusion can be drawn that one should be willing to pay a fair price for a well-made article of good material, that will last a reasonable length of time. The subject designated "A fair attitude towards one's city or community" affords an opportunity for the class to consider the benefits a citizen receives from the city in which he lives, namely, educational facilities, police and fire protection, recreational and business benefits, etc. Then the question is asked, "What return should the individual make for all these benefits? Is he making sufficient return when he pays his taxes? When the assessor comes to his home, should he try to conceal personal property, such as stocks and bonds, so as to avoid paying taxes on all he owns? Should he try by his patronage to build up the business of the city in which he lives or may he send orders to the large mail-order houses that sell direct to the consumer, and to other business concerns that advertise to sell goods more cheaply than the home merchants do?" In the discussion, which can precede or follow a theme on this topic, the class begin to see the interdependence of individuals and they agree that selfish interests must give way to the common good.

The teacher who really tries to get down to the fundamentals will find other subjects of ethical value coming up for discussion. The subjects enumerated may sound trite, but they have been found of vital interest to boys

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and girls. Some of these questions cannot be settled absolutely and definitely by teacher and class. Their great value lies in stimulating pupils to earnest thought and action.

SAMPLE EXERCISES BY ELEVENTH-GRADE STUDENTS

SHALL I GO TO COLLEGE? MY CHOICE

When a young man enters the high school he begins to hear more or less about going to college, and sooner or later he becomes interested in the subject and decides for himself whether or not he will go on with his studies after he has completed the high school. There was a time when a great many boys could not go to college if they wished to, for the simple reason that either there was not any college near them or they did not have the means to attend a higher institution of learning. To-day both of these obstacles have been overcome, for there are several colleges in every state in the Union, and in nearly all of these institutions there are opportunities offered the boy who needs them to work his way through.

By the time a boy has reached his junior year in the high school he has usually made up his mind whether he will have a college education, but sometimes he is still debating the question. Usually he is at an age where the desire to get out into the world and make a place for himself is strong. He thinks the years spent in college are a waste of time, devised by teachers and parents to keep him in bondage longer. I think this is the reason that so small a percentage of young men who graduate from the high school plan to go to college.

"Should I go to college?" I keep asking myself. My teachers and parents say, "Yes." But there is John Smith. Everyone knows what a great success he has made in business. He had only two or three years in the high school. Why should I go to college? Am I not as bright as John Smith? "True," say my teachers, "here is John Smith, who has attended the high school

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only two or three years and has made a great success, but what of that? John Smith had those qualities in him that would make him a success whether or not he had the advantage of an education. And perhaps if he had had the advantages of a college training, he would have been a broader, greater, and far more successful man than he is to-day." Still I am not convinced. I admit that in a good many vocations the training a college education gives one is absolutely necessary; but I think that in the vocation I have chosen, which is farming, a college education is a waste of time and money. I am told to look at certain very successful farmers in my neighborhood and to find out if they are not agricultural-college graduates. Upon inquiry I find that the most successful of these farmers have had the benefits of agricultural-college training and can get more out of their farms than those farmers who have not had scientific training. Moreover, these same farmers are always ready to advise young men who wish to become good farmers to take scientific training.

They have demonstrated that the training the agricultural college gives teaches a young man many valuable things in regard to farming. It teaches him what kinds of fruit are most profitable to grow, in what kinds of soil this fruit will best grow, the proper time of year for setting out, spraying, and trimming fruit trees, and what kinds of spraying mixtures to use. An agricultural college also teaches him the latest and best scientific methods of planting, cultivating, and harvesting all kinds of farm produce. It has a course in the chemistry of soils. It tells a young farmer how to put up his produce in the most attractive manner for market; it instructs him in dairy farming, which is a science if it is properly and profitably done; and it teaches him the advantages of modern machinery in farming. Because of all these facts I have at last decided to go to college.

Now the question arises, which is the best college for me? Of course, it must be an agricultural college, to fit me for my vocation. I intend to work my way through college, and therefore there must be opportunities to earn money at the college

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I attend. This college must also be one of the best, for I wish to get the greatest possible returns from the money and time that I spend there. After careful study, investigation, and thought I have chosen the Michigan Agricultural College, for it is the most accessible and is the oldest and one of the best equipped agricultural colleges in the United States. The college is active in athletics, but does not go into them to excess. It is coeducational and is noted for its democratic spirit.

I think I have done wisely in choosing it, for it comes the nearest to meeting my demands for a college. I am only a junior in the high school, but I eagerly await the day when I shall pass through the doors of the Michigan Agricultural College.

ETHICAL PROBLEMS IN THE ARCHITECTURAL PROFESSION

There are many problems of right and wrong that confront the architect. Many of these seem trivial, yet they have a great influence in molding his character and the character of his work; and as he is thrown into constant contact with various classes of people, his character and work will have a great influence on the community in which he lives. The object of this essay is to set forth some of the most important of his problems and the effect his work will have upon a community.

Let us first consider the business side of his profession. Here there are many temptations to be dishonest and to betray the trust that is placed in him. As the architect is in constant touch with contractors and builders, his clients often rely on his recommendation when choosing a contractor. In this case, the architect must choose the best and most efficient contractor, regardless of his personal relations with the latter. He should never allow himself to recommend a contractor or builder because the latter is his personal friend, when he knows that his friend is incompetent or dishonest.

Again, the architect must look after the interests of both contractor and client; that is to say, he is the authority on all disputes that may arise between them. He is the one who must

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interpret the terms of the contract drawn up between the contractor and client. Here there is a chance to show favoritism, which no true architect would ever do. It is his business to see that both contractor and client faithfully fulfill their obligations to each other, as set forth in the contract, and that neither, in any way, takes advantage of the other.

Often the architect can make a "tip." This means that, if he will recommend a certain contractor regardless of the latter's ability to erect the building, he will receive a reward. Sometimes it may be a percentage of the profit; again, it may be that the contractor will secure a client for the architect in exchange for the architect's recommendation of him. On the other hand, the architect may be promised favors from manufacturing concerns for recommending their products. In either case he should refuse to be influenced by these glowing promises and make his choice of a contractor from the standpoint of ability to do the best work, and of a manufacturer from the standpoint of the durability of his materials.

The foregoing points can best be illustrated by this little story. Not long ago a lady, wishing to remodel her home, went to an architect and had him draw up a plan. As she knew little or nothing of contractors, she naturally turned to the architect for advice and asked him to recommend a good contractor to her. The architect, knowing her to be ignorant of the character of contractors and seeing a chance to make a little extra fee, took advantage of her and recommended one of his friends, who promised to divide profits with him if he got the job. The contract was drawn up and work started, but it did not progress. The contractor worked on it only when he had nothing else to do. The contract had called for yellow-pine floors on the second floor, but as white pine was cheaper and the contractor thought the lady would never know the difference, he substituted it for the yellow pine, and in a little while there were great cracks in the floor where the pine had shrunk. There were several other instances where the contractor had deliberately substituted cheaper materials for the materials called for, and the architect,

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knowing it, did nothing to make him live up to his contract. The work dragged on so slowly that the woman called in a friend who knew something about the work. When he found out what had been done, and that the architect did not intend to hold the contractor to the contract, he advised her to take the case into court, which she immediately did. The result was that both architect and contractor were dismissed, after being paid a fair sum for their services, and an honest builder was employed.

Another very important point to consider is carelessness on the part of the architect in performing the duty of superintending the construction of a building. If he neglects this duty, he is not only betraying the trust placed in him by his client but he is also dishonest, for he is receiving remuneration for work he does not do. He should be "on the job" every minute, for if he is not, he may allow the contractor to use materials that will not stand the strain placed upon them, and, in this way, make the building unsafe or make it a fire trap. He should also demand that the builder use the best and most improved methods of construction to insure the stability of the building.

But the client is not the only one to be considered. The lives of the hundreds of people who must either pass by or enter this building are endangered if the architect does not do his duty. Let me illustrate this point by a story. A young architect, who was just beginning to practice his profession, drew the plans for a large hotel. As this was his first big piece of work, he determined to make as much from it as possible. The contractor who built the hotel was an unscrupulous man and offered to divide the profits with the architect if the latter would allow him to build it cheaply. The architect at first would not listen, but finally the desire to make money overcame his moral scruples and he yielded to the temptation. When the building was completed, it was poorly constructed, and, worst of all, a fire trap. The young man was in constant fear that some day it would either burn or topple down. A year or so passed. The architect had nearly overcome his fears, when one day a cry of fire was heard from the street. All his old fears were again awakened, and he

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hurried into the street to see what was burning. To his horror, it was the hotel. The whole building was in flames. There were hundreds of people in the upper stories that could not reach the fire escapes. Many of them jumped out of the windows and were either killed or horribly mangled. All possible means were used to save the building and inmates, but all in vain. The hotel was completely destroyed and many people lost their lives. All the newspapers placed the blame of the fire on the architect, so that public sentiment became so strong against him that he finally had to leave the city with a ruined career.

Again, an architect may also be careless in determining the stress laid on certain materials; for instance, he may make a slight mistake in determining the weight to be carried by a roof truss, and as a result of this the roof, being too heavy for the truss, will some day collapse, causing death and great property loss. Knowing this to be true, it is easy to understand that the architect cannot be too careful in figuring the weights to be placed on the various materials used in constructing a building.

Perhaps the architect does the greatest good in creating beauty and bettering the sanitary condition of a community. It has been said, and truly said, that the surroundings of a man determine his character. If he is surrounded by dark, unhealthy, and ugly conditions, his life becomes meaner and poorer in every way. He is disheartened, dissatisfied, and out of harmony with his fellow men. But, on the other hand, could the same man be placed in sanitary, bright, and beautiful surroundings, his character would be elevated, he would come to love the better and nobler things of life. And, as a result of this, he would be a far happier man; he would be of some use in the world instead of a detriment to humanity. It is now apparent that it should be the desire of every architect to create the beautiful, to insure good sanitary conditions and public safety. He should refuse to design buildings that will be ugly in appearance and unsanitary, or that will, in any way, be a detriment to the community or tend to degrade those who are compelled to work or live in them.

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The architect is a potent factor in building up a community, in both population and morals. He can educate a community to love and desire the beautiful. He can create in it a dislike for all things that are ugly. In this way he can develop a community in which harmony and beauty are the prevailing characteristics — harmony, in that buildings are made to harmonize with their surroundings. When a person passes through such a community, it leaves an impression that is not soon forgotten. It makes the community attractive, and people will be drawn to it.

Perhaps nothing has quite the same effect on the minds of the people as the public buildings. These seem to influence the desire to make all buildings beautiful. There are abundant instances of this; in fact, in our own city very little attention was given to beauty until our new library and post office were built. These seemed to give an impetus, and all who build are now striving for beauty in office buildings as well as in private residences.

After considering these points it seems to me that the importance of an architect in a community cannot be overestimated. It is said that the architecture of an age, a race, or a people is an index to the civilization of that age, race, or people. If this age is to be known by the architecture produced, how careful then we should be that only the best works we can produce are handed down to characterize this age. Now in concluding I would say, an architect should be a man who will consider the welfare of the community as well as his own personal interests. He should be a man who will direct his entire resources to creating beauty and bettering the conditions under which his fellow men must live.

CONTRIBUTION VI

SOCIAL AND CIVIC ETHICS FROM THE STANDPOINT OF THE CHOSEN VOCATION

BY MRS. CORNELIA S. HULST

When the occupations of the business and professional world have been studied, to which most men devote their lives and by which they can earn their living, it is well to single out for special study those occupations that are distinguished as supported by and for the people because they are necessary for public purposes and for the betterment of society. When this subject is taken up for consideration the class will realize that they are soon to take places in our complex society, and that, because they have received benefits, they should give support to the admirable institutions that make civilization possible.

Public institutions maintained by gift or subscription will supply subjects for one half year, and those maintained by taxes, as a part of the machinery of government, will supply the other, these last including those maintained in connection with the corporations that are organized legally and are partly under government control.

Among the institutions in society supported by gifts or contributions are churches, Sunday schools, guilds, the Young Men's and the Young Women's Christian Association, charity organizations, missions, social settlements,

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homes for dependent children, homes for the aged, hospitals, district nursing, houses of correction, lodges, unions, associations of commerce, art leagues, women's clubs, musical societies, historical societies, Daughters of the American Revolution, museums, drama leagues, the Consumers' League, the Anti-Saloon League, the Woman's Christian Temperance Union, the Red Cross Society, the Anti-Tuberculosis Society, the Society for the Prevention of Cruelty to Animals, the Boy Scouts, the Camp Fire Girls, the Society for Charities and Corrections. The list can be extended if desired. These are the institutions to which all should lend support, by money or kind, by personal service or sympathy, by vote or voice.

After a brief discussion each member of the class can select one institution, or propose some other, that he will make a study of. He probably has a genuine interest in some one of the subjects mentioned, because of his own plans or the experiences of his own friends or relatives, and will propose to work on that. If he is intending to be a lawyer, he may choose to write about labor unions or the Anti-Saloon League; if he means to be a physician, he may take hospitals or the work of the Anti-Tuberculosis Society; a girl will perhaps choose the subject of district nursing, the Red Cross Society, or the Camp Fire Girls.

Having selected his subject, each pupil will proceed to find his own material. He has now reached a stage when it is desirable that he should be able to do independent work in collecting, organizing, and presenting a large body of facts, assisted by his teacher's suggestions and guided by consultations. Part of his material he will obtain from the reference library after consulting the index; some

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facts he will obtain by personal visits to the institution studied and by conversation with the officials in charge, and others by consulting reports and bulletins. By ingenuity he will discover many sources of information.

Having gathered all the facts that he can, and come to an understanding of the importance to society of the institution he is to write about, he is asked to answer the questions, "What does a citizen in my vocation owe to this institution? What has society a right to expect from me?" He is told that in writing his composition he is to present three lines of thought: first, the purpose and growth of this institution; second, its status in his city; third; his individual responsibility toward it.

The writing of a long, formal essay presenting the ideas he has on the subject, with a bibliography, outline, and marginal notes — this is a labor to stimulate him to his best effort, and he does the work with uncommon satisfaction. Essays of forty pages are not uncommon, and occasionally fifty pages will not contain all the interesting material that has been gathered. Usually the outline shows something of the history of the subject, gives an exposition of present conditions, of bad conditions that have been bettered, and of good ones that are hoped for and projected. Because here the point of view is not merely personal, but social, this work is perhaps the most effective in fostering public spirit. Each pupil instinctively ranges himself in the ranks of those who are working for the good and the better things, and "Each for All" becomes his motto.

After the correction of his written theme each pupil reports to the class orally his method of collecting his

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material, where he found it, and the main points that he has presented. These reports are very interesting to the class, and thus the work of each contributes to the advantage of all.

The work of the second semester is designed to give the pupil a keen sense of civic responsibility. When asked, "What institutions does the state maintain for the people, incidentally giving occupations to some of its citizens?" the class will readily suggest a long list, including schools, the police department, the fire department, milk inspection, meat inspection, water works, weather bureau, board of health, city hospitals, garbage disposal, highway commission, tax office, land office, post office, poor department, jails, prisons, asylums for the insane, courts, libraries, museums, parks, playgrounds, army, navy — an indefinite list, which is swelled by the institutions which the state charters and to some extent directs, such as banks, insurance companies, railroads, and telegraph companies.

The method of conducting investigations in this work is like that of the previous semester, and the presentation of each institution includes something of its origin, its history, its organization as it exists at present, and its aims and hopes for the future. After each pupil has studied the good work that he has chosen for his subject, his report to the class enlists the interest and sympathy of the rest. What he says about his personal responsibility is usually earnest and sincere, and the response of the class gives satisfying evidence of the value of this composition work for our young people.

As a whole the twelfth-grade work is particularly gratifying in the breadth of outlook that it gives young people.

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Some pupils have been led by it into personal contact with the great movements to help the weak and raise the fallen, to encourage men in faith and brotherly action, and to inspire them on their way. The investigation of civic and national affairs has often aroused a compelling sense of individual responsibility which must bear fruit in better citizenship.

SAMPLE EXERCISES BY TWELFTH-GRADE STUDENTS

WHY I SHOULD BE INTERESTED IN THE PUBLIC SCHOOLS

The public schools, as we know them, are a comparatively recent development in public education. It was not until well into the nineteenth century that anything like the organized school system of to-day was established. I shall not attempt in this essay to give more than a glimpse in passing of the public schools of other countries, but will confine myself to our own land, with special reference to the changes and progress of the last few years.

The public school originated in Spain and forms one among many debts which the modern world owes the Moors. The idea was soon taken up in Switzerland, and John Calvin, better known to us as the founder of a religious sect than as an educator, developed it in Geneva. From there it spread to Holland, where it found immediate favor. The schools and colleges of the Netherlands have long been famous. There is no finer story in all history than that of the founding of the University of Leyden, which was given to the city as the best reward the inhabitants could ask in return for their heroic defense of their city when it was besieged during the Spanish wars.

It is not to be supposed that the Pilgrim Fathers lived long in Holland without absorbing some of her educational ideas, and it is, in fact, among the settlers of New England who had

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lived in Leyden that we find the mustard seed of public education which was to grow so wondrously. It is upon the University of Leyden rather than Oxford and Cambridge that our own early colleges, even Harvard and Yale, were modeled.

Public education in the United States was established, long before the nation had been formed, in the northern colonies of his Sovereign Majesty, the king of England. The South, which had been colonized by wealthy planters, for the most part held to the English tutorial system. That is, the children of these landowners had tutors in their own homes, and it was not until after the Revolution that public education received any encouragement. In the North, however, it was quite different. As early as 1642 a law was passed in the Massachusetts Bay Colony requiring all parents and masters to see that all children under their care were properly trained. Another law, passed in 1647, provided for the establishment of an elementary school in every town of fifteen householders, and a Latin and grammar school in every town of one hundred householders. All expenses so incurred were to be paid by the people whose children were benefited by the schools. About three years later the Connecticut Colony adopted this law without modifications, and later in the seventeenth century all New England with the exception of Rhode Island came under it. From this time on until the middle of the nineteenth century there was a period of rapid growth for the public schools. In many of the states large grants of land were put aside for educational purposes. New York and Massachusetts led in this movement, and by the middle of the nineteenth century a complete system of elementary schools had been established. High schools had been founded, and the first normal school was sending out trained teachers to supply their demands. This work was done in Massachusetts by Horace Mann, and in Connecticut by Henry Barnard.

Since the middle of the nineteenth century the tendency has been towards a union of all parts into a compact system, which is tending all the time to a greater centralization. As the system

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now stands it consists of, first, an elementary school of eight grades; second, a high school of four grades; third, a college course regularly occupying four years. Almost all the states have state universities. All have high and primary schools. There are also the country schools, organized into districts, and under the control of a school board. These are commonly ungraded. The schools are almost entirely under state control, since the National Educational Bureau in Washington is little more than a bureau for the distribution of information and pamphlets relating to education.

This is the way in which the public schools stood until within the last few years. But having successfully built up a school system we immediately set out to reform it. It is, I think, a good sign. We have not allowed ourselves time in which to establish precedent and prejudice.

The chief charges against the public schools are that they are too largely preparatory schools for the colleges and universities. That does not prove their inefficiency. They were made for that purpose and are only fulfilling their destiny. The real charge should be that, although the need for schools that are not purely preparatory has arisen, the schools have not changed to conform to that need. This they are now doing.

It has been proved by statistics that only two per cent of all the pupils who enter the first grade ever go to college. "What, then," came the question, "becomes of the ninety-eight per cent who drop out of school before that time? Those who do drop out have too little education that would or could benefit them in any line of industry. In what manner does this elaborate system of academic education which we have built up with the expenditure of so much time and money, benefit them in their life work?" To these questions no satisfactory answer was given. There was none to give.

However, all over the world, in Europe and America, the best teachers have taken up this task, namely, of broadening the public schools so that they will fit the needs of the ninety-eight instead of the two per cent.

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This brought about the beginning of what is called "manual training." There is a strong tendency in this country to differentiate sharply between manual training given as a feature of education, and specialized instruction given to selected groups for purely vocational ends.

As in other matters educational, Massachusetts was the first to attempt manual training. In the beginning strong emphasis was laid on drawing as an art to be taught in the public schools. It was felt that America was behind Europe in this respect, and drawing became an important factor in Massachusetts education because of its place in manufacturing industries. From this time on it was rapidly developed in all parts of the United States, and in 1880, through the efforts of Calvin A. Woodward, the St. Louis Manual Training School was opened in connection with the Washington University. The work of this school attracted wide attention, and its success led to the establishment of other schools similarly organized.

Not until 1884 was manual training introduced into the grade schools. It took root slowly and developed slowly, but now exists in some form in all the grades. The smaller children are started with paper folding and cutting. In the third and fourth grades they are taught basket weaving and clay pottery. Until the sixth grade the boys and girls work together. Then, however, they are divided; the boys do bench work and the girls first do simple sewing and later, in the eighth grade, domestic science.

In the high schools special courses have been added to the general curriculum. These include in the larger cities domestic science, domestic art, with a special department for millinery, courses in housekeeping, designing, arts and crafts, interior decorating, drawing, mechanical drawing, and furniture designing. Athletics, which were formerly confined almost entirely to colleges, have been systemized and organized in the schools. Gymnasium work for both boys and girls has been introduced. Many schools have school papers, which are managed by the pupils. Clubs and organizations of, by, and for the pupils have

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sprung up with mushroom growth to train the youth of the land in the duties of future citizenship.

All these latter, which are, indeed, only manual training broadened out, go under the name of "student activities." They make for the rounding off of the corners of the square peg to fit the round hole when there does not happen to be a square hole handy, instead of leaving it a misfit or requiring it to wear itself into shape by the useless expenditure of much energy.

How this will end it is difficult to say. Vocational guidance and industrial training are yet too new for anyone to predict the outcome. There is, however, a general feeling that they will solve the problem of the ninety-eight per cent who used to fall out, and that the schools will finally connect as closely with the industrial world as they do now with the colleges.

So much for the general school system of our land. I next gathered, as far as I was able, information concerning the schools of my own city, and I found that they compare not unfavorably with those of other cities. There are, besides the regulation grade and high schools, several other kinds of public schools here. The schools for exceptional children take care of subnormal children. They are taught basket weaving, clay modeling, domestic art and science — all the simpler forms of manual training, but very little regular school work. We have a school for the blind under city supervision, which also takes care of deaf children. We have one open-air school and one semiopen-air school. The first is ungraded, like the district schools, and is in charge of only one teacher. The results, therefore, are not especially fine, because the pupil cannot have the individual attention he would otherwise receive. The second school has adopted the system of having the children study with the windows wide open. The truant school is for the boys and girls who have a chronic habit of "playing hooky." It is under supervision of the Juvenile Court. The night schools, I believe, are quite extensive. They are held in the different school buildings all over the city, and courses are offered in

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every subject that is in the high-school curriculum, besides in elementary work.

Another form of school activity is the social-center work. Meetings are held in the evening in the various school buildings for parents and pupils alike. Their aim is mainly social, although courses in millinery and dressmaking are offered in some.

Manual training has been taken up quite extensively in the high school. Both Union and Central High Schools have good courses in domestic science and sewing, and Union High School has an especially fine equipment for shop work.

In vocational guidance much is being done in our Central High School. The work is started as early as the seventh grade in the Junior High School and is carried on in connection with the English Department. It consists, in general, of oral and written compositions on themes which are mapped out for the different grades, and which direct the pupils' attention to the lives of successful men and women, to the different occupations open to them, to the various preparatory schools and colleges, and, finally, to the relation of the individual to society and the state. These themes are made subjects for class discussion. This is one of the great movements of the times, and the day seems not far distant when the public schools will have broadened to a much larger sphere of usefulness.

As yet Grand Rapids has no regular continuation schools. These are schools which, by arrangement with the employer, permit the boy or girl who is working to attend school part of the time and still be under payment from the employer. The pupils generally study the occupation at which they are working, together with some regular school lessons.

At the Junior High School, however, the printing school is conducted, in part, on this plan. There are from one hundred and forty to one hundred and fifty pupils studying this trade, and some of these are working as apprentices in printing offices. There are also forty pupils who are taking the short commercial course which is practically a continuation course. So, although

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we have no continuation schools, as such, we have the beginnings of them, and our further needs are not so much for new lines of work as for the better development of those we already have.

It is to be hoped that all of these schools will soon be enlarged and developed to fit the growing need. The school for the blind and that for exceptional children are both much too small. The open-air school is still in the experimental stage, but the good work done there under difficulties is sufficient argument for more teachers and a larger enrollment. We hope that in a few years all these schools may be large enough to meet the demands so extensively made upon them.

Having, then, come to a larger realization than before of what is meant by the public-school system, I must naturally face the question of what my obligation and my responsibility toward the schools are to be when I have finished my education and am ready to enter upon my duties as a citizen.

It is quite possible that I shall take up journalism for my future vocation. The field is broad. One deals with real men and women and real events. All this makes it appeal strongly to me. In this case the schools would affect me in the training they did or did not give me, for although I might go to college and study journalism, still the public schools, grade and high, would have given me the basis of my training. My civic duty to them would not be greater if I were a journalist than if I followed only the vocation of home making, but its chance for expression would be infinitely greater. It would be my duty to see that all facts concerning the schools were presented to the public in a truthful and unprejudiced manner, to support the men best fitted for any school office, and to explain intelligently to the public at large the needs, faults, and virtues of the public-school system.

If I should remain at home, either married or single, my civic duty to the schools would be the same. I should support them as I would any public institution which makes for the betterment of mankind. If I remained single, they would affect me only in a general way, and I should support them because

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schools make for education, education makes for peace, peace makes for prosperity, and so on in an endless chain of benefits. If, on the other hand, I married and had children, I should be most vitally affected. I should then take an interest in the public schools, help them, criticize them, and encourage them, as they could affect the education of my children. It is altogether probable that in the second case my interest would be deeper and at the same time narrower than in the first.

In any case, married or single, at home or in the industrial or professional world, I must in some way be affected by the public schools. It is the same with every boy or girl who attends them. Their influence is more widespread than that of the church; it is next to that of the home. For this reason they must be made more universally useful and must broaden to include all pupils and to train them in all ways for future citizenship in the nation.

WHY I, AS AN ELECTRICAL ENGINEER, SHOULD BE INTERESTED IN THE GRAND RAPIDS ASSOCIATION OF COMMERCE

I have selected this organization for the subject of my vocational theme for the reason that I am greatly interested in civic welfare and in the results which a body of public-spirited citizens can bring about through their united efforts in the right direction. Moreover, the work of this Association is so well known that it is not a question of whether it is doing good work, but a question of what more it can do in its many-sided activities. It has been in existence over eleven years, and its place is so well established that its usefulness is no more questioned; I am not writing about theory, but about facts.

Since its establishment eleven years ago, when its membership was of course very low, it has developed into a body of over one thousand business and professional men in every walk of life, representing every industrial, commercial, and civic activity in our city. These men are all practical business men who are interested as much in the city's growth as they are in the

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growth of their own business ; they provide big things, in a big way, and with a big object in view.

Every good-sized city in our country has such associations, and they are doing a vast amount of work which would otherwise be undone, for it is out of the regular system of government, which the city rule looks after.

An organization such as this also helps toward the social betterment of the community and produces a democratic spirit, where everyone fights or labors for the rest. This is the purpose of the Wednesday-noon lunches, held by the Association of Commerce. At these gatherings prominent speakers in different lines of industry and commerce give ideas, and criticize wherever they think best, thus introducing new subjects which can be taken up by the various committees and departments, and acted upon.

I shall now tell some of the benefits this organization has brought about, through its many-sided interests, in as many directions.

First, taking the Industrial Department of the Association, we find that during 1911 it brought two important propositions, along with many minor ones, before the public. They were the organizing of a company to manufacture dynamos and motors, and the securing of the Decatur Truck Company for this city if one hundred thousand dollars' worth of stock could be sold here. These two propositions were carried to a successful end by the committees appointed to investigate, with the result that the Decatur Truck Company is now well established here, while the manufacturing company is started.

In addition this department has assisted in organizing the Grand Rapids Pearl Button Company, the Grand Rapids Hosiery Company, the Textile Machinery Company, and the Carpenter-Udell Chemical Company. The Van-L Commercial Car Company was also persuaded to come here, and the Silverman building was leased for them. These various companies are making great strides in development, and are surely "putting Grand Rapids on the map."

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We now come to a very important branch of the Association, the Municipal Department. Many things are taken up by it for which the municipal government of our city has no time, money, or interest, such as the work of compiling the statistics to show the cost of the scarlet-fever epidemic of 1909 and 1910. The advantage of this was that the figures showed a loss of ninety thousand dollars to the public. In this way the public, by seeing the loss to their pocketbooks, were impressed with the necessity of avoiding contagious diseases.

This branch also influenced the agitation of the housing problem, so that five different charitable societies have taken it up and have done much good work with the suggestions received from the secretary of the National Housing Association. This problem is of vital interest to every citizen of our city; the work of this department shows its public spirit.

Another important improvement which it has brought about is the new boulevard system of street lighting, which was installed last fall. We are indebted to this same department for the recently organized Grand Rapids Park and Boulevard Association. Although this body has been in existence only two years, it has procured the passing of a bill giving it the right to "buy or sell, accept by gift, or condemn and improve property for parks and boulevard purposes." The first gifts received were the Hodenpyl property on the north side of Reed's Lake and the Bonnel gift on the east and south shores of the lake. Since then the Association has been at work improving these parks by digging canals and constructing roads. In years to come this land around Reed's Lake will comprise one of our most beautiful parks.

In another direction the Municipal Department has exerted its influence in obtaining the right of way across the Père Marquette Railroad, in order that the Grand River Boulevard may be constructed. This gives a park of seventy-two acres, and completes the right of way to Grandville.

An important branch of this department is the Convention Bureau. Through its labors the Michigan State Teachers'

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Association was secured in 1912. This was the biggest convention held here during that year. The Association of Commerce also assisted greatly with money and time in giving the teachers a hospitable welcome and leaving a lasting remembrance of Grand Rapids in their minds.

Now that I have found out how valuable the work of this organization is, the question which naturally comes to my mind is what my personal attitude toward it should be. I have selected as my vocation some branch of engineering work, and I will give my reasons, from the viewpoint of an engineer, for my interest in civic bodies like the Grand Rapids Association of Commerce.

First, if I was looking for a promising and progressive city in which to locate, I should go to its Association of Commerce and inquire concerning the prospects and advantages of their city. If they could show that they had gained a good percentage of factories the preceding year; that building permits had increased over the year before; that the post-office receipts had shown a healthy advance, proving that business was on a thriving basis; that the savings deposits also had grown, bringing out the fact that labor was on a paying and firm foundation; and last, and, I think, the most important, that the bank clearings had increased, I should very likely locate in that city, because I should have confidence in its reputation and in the outlook for my particular work there.

Secondly, I should inquire as to the health and sanitary conditions in that city, whether they had pure water, baby clinics, good hospitals, and an efficient Board of Health.

If after all this investigation the results came up to my standard of a progressive city, I should most certainly locate there with the assurance that I was starting under the best of conditions.

But because I am deeply interested in civic work of all kinds, and because membership in an Association of Commerce would be to my own benefit, I should at once join such an association and boost it with all my strength, in order to make the city of my selection better in any small way possible.

CONTRIBUTION VII

A VOCATION BUREAU'S SYSTEM OF CARD INDEXES

BY HELEN T. WOOLLEY, DIRECTOR OF THE CHILD LABOR
DEPARTMENT IN THE PUBLIC SCHOOLS OF CINCINNATI, OHIO

The following bulletins, forms, and records are placed
in the order of their use and are self-explanatory.

CINCINNATI PUBLIC SCHOOLS

INSTRUCTIONS

TO CHILDREN WHO WANT TO GET CERTIFICATES TO WORK, AND
TO EMPLOYERS OF BOYS UNDER SIXTEEN YEARS
AND GIRLS UNDER EIGHTEEN YEARS

SAVE YOURSELF TROUBLE BY READING ALL OF THIS

WHO CANNOT GET CERTIFICATES

1. Boys not fifteen years old, and girls not sixteen years old.
2. Boys not promoted to the Seventh Grade, and girls not promoted to the Eighth Grade, except in cases of extreme retardation and mental deficiency.

WHO DO NOT NEED CERTIFICATES

Boys sixteen years of age or more, and girls eighteen years of age or more. They must, however, furnish the employer with a legal birth record, which is usually either a certificate of birth from the Health Department or a church certificate of baptism.

WHO CAN GET CERTIFICATES

1. Boys who are fifteen years old, have been promoted to the Seventh Grade, and are in good health.
2. Girls who are sixteen years old, have been promoted to the Eighth Grade, and are in good health.

VOCATIONAL AND MORAL GUIDANCE

HOW TO GET A CERTIFICATE

Go to the Work Certificate Office, where you will be given four cards : (1) a health card, to be filled out by your district physician, whose name, address, and office hours will be written on the card for you; (2) a birth card, to be filled out by (a) the Bureau of Vital Statistics of the city or township in which you were born or (b) the pastor of the church in which you were christened. In case neither of these records is in existence, you must return to the Certificate Office for further instructions about a birth record; (3) a card to be filled out by the principal of the school you last attended, stating that you have completed the grade required, or that you are so much retarded mentally that you cannot complete the grade required; and (4) a card to be filled out and signed by the firm that is going to hire you. No certificate will be issued until all four cards, properly filled out and signed, have been brought to the office.

WHERE TO GET A CERTIFICATE

On the second floor of the old Hughes High School, West Fifth Street, foot of Mound.

WHEN TO GET A CERTIFICATE

Any week day, except Saturdays and legal holidays, from 8.30 A.M. to noon and from 1 P.M. to 3 P.M.; Saturdays from 9 A.M. to noon.

CONTINUATION SCHOOL

Every boy under sixteen years of age, who has not successfully completed the Eighth Grade, must attend continuation school four hours a week, between the hours of 8 A.M. and 5 P.M. — hence attendance at night school cannot be accepted instead. Boys and girls over sixteen years of age may attend continuation school for special work, and are urged to consult with the continuation-school authorities about doing so.

WHEN YOU QUIT YOUR JOB

You must report the reason immediately to the office where you got your certificate. This report may be made by postal. Boys under sixteen years who are out of work two weeks or more, or who have been guilty of misconduct or inconstancy, may be required to return to full-time day schools.

HELP AND EMPLOYMENT

May be obtained through the office that issues the certificates. The law requires the office to keep a file of the children holding certificates, to which employers in need of help may have access. The office is very glad to assist children who are looking for work, either directly or by referring them to reliable employment agencies.

EMPLOYERS, BEFORE ALLOWING THE CHILD TO BEGIN WORK

Must have in their possession either a work certificate or a legal birth record proving that the child is old enough to work without a certificate.

A BUREAU'S SYSTEM OF CARD INDEXES

RETURN OF THE CERTIFICATE TO THE CHILD

By the employer is forbidden by law. Within forty-eight hours of the time employment ceases, the employer must mail the work certificate to the issuing office, giving the reason for the child's withdrawal or dismissal. The report should state: (1) Left without notice; (2) Voluntarily (if exact reason is not known); or (3) Discharged for this or that reason. *If the certificate is not returned promptly as required by law, the employer is legally liable for the full amount of the child's wages until such time as the certificate is returned.* Two days' unexcused absence on the part of the child constitutes termination of employment.

HOURS OF WORK

For boys under sixteen years and girls under eighteen must not be more than forty-eight hours a week, nor more than eight hours in any one day, nor before 7 A.M. or after 6 P.M.

RATE OF PAY

And hours of work must be stated to the child in writing by the employer before it is allowed to begin work; and retention of any part of the child's pay because of presumed negligence, violation of rules, breakage of machinery, or incompetence, is forbidden by law.

STEPS IN THE PROCESS OF OBTAINING A WORK CERTIFICATE

NO. I

HEALTH RECORD OF APPLICANT FOR

Cert. No. _____ WORK CERTIFICATE

(To be filled out by the district physician of the Board of Health)

NAME	SCHOOL	GRADE
FAMILY HISTORY		
PERSONAL HISTORY		
WEIGHT	HEART	VISION, R.
HEIGHT	LUNGS	L.
ANALYSIS OF URINE		HEARING, R.
		L.
REMARKS		
THIS APPLICANT IS APPROVED BY DR.		
BOARD OF HEALTH		

VOCATIONAL AND MORAL GUIDANCE

NO. 2 (FACE)

This is to be filled out by the pastor of the church at which the child was christened or confirmed or by the Bureau of Vital Statistics of the place in which the child was born.

BIRTH RECORD

This is to certify that, according to the records of this { Church
Office

.....
(Full name of child)

was born on the.....day of.....189.....

in.....County of.....

State of.....

(Signed).....

FILL OUT AND SIGN
IN INK

Pastor of.....Church

Clerk of Bureau of Vital Statistics.....

See that the other side is correctly filled out before going for the certificate

Cert. No.....

NO. 3 (REVERSE)

SCHOOL RECORD OF APPLICANT FOR WORK CERTIFICATE

(To be filled out by the principal of the school last attended)

Name.....Address.....

Date of Birth.....189.....School.....Grade satisfactorily
completed.....with the following marks: Reading.....Spelling.....

Writing.....English Language.....Geography.....Arithmetic.....

Number of weeks actually attended during 191.....to 191.....

Conduct.....If troublesome, state reason.....

Application.....

Promptness.....

How long has this child had Manual Training?...Domestic Science?...

Date.....191.....

A complete report is required

Must be filled out and signed in ink.....Signature of the principal

See that the other side is correctly filled out before going for the certificate

A BUREAU'S SYSTEM OF CARD INDEXES

NO. 4 (FACE)

EMPLOYER. — Please fill out this card completely IN INK and sign with the individual signature of a member of the firm, manager, or superintendent.

CONTRACT

Cert. No. CINCINNATI, OHIO,, 191.....

The undersigned agree to employ.....
in.....
as.....
(Child's full name)
(Name of firm) (Kind of business)
(Child's exact occupation)

for not more than eight hours a day, six days in the week, between the hours of 7 A.M. and 6 P.M., and to coöperate with the public-school authorities in obtaining the attendance of said child at Continuation School so long as it shall be under sixteen years of age, and in the employ of the subscriber — PROVIDED such child has not completed the Eighth Grade — and also to return the child's working certificate to the issuing office within two days of the child's withdrawal or dismissal from..... employ, giving the reason for such withdrawal or dismissal.

.....
Signature. Firm name not accepted. Must be *individual*

EMPLOYER will please indicate on the back of this card the school and the hours preferred for the boy.

I, Randall J. Condon, Superintendent of Schools, Cincinnati School District, hereby certify that I have duly authorized Helen T. Woolley to approve contracts and issue Age and Schooling Certificates. Signed, RANDALL J. CONDON

NO. 5 (REVERSE)

CONTINUATION SCHOOLS

Employer will please underscore the school and hours preferred for the child.

FOUR TO FIVE P.M.

Guilford, Sycamore, South of Fifth Ave.
1st Int., Gest and Baymiller
4th Int., Baymiller, North of Dayton
5th Dist., Third, between Elm and Plum
6th Dist., Elm and Odeon
25th Dist., Pinetree and Tremont
Washington School, Hopple St., Camp Wash.
Kirby, Bruce and Innes, Northside

8 A.M. to 4 P.M. Any Hour of Day

Guilford, Sycamore, South of Fifth Ave.
ONE TO FIVE P.M. SATURDAY
4th Int., Baymiller, North of Dayton
25th Dist., Pinetree and Tremont
Oyler, Storrs and Burns
Washington School, Hopple St., Camp Wash.
Winton Place, Winton Road and Hand Ave.
Woodward, Woodward and Sycamore

CONTINUATION SCHOOL LAW

Sec. 7767, G. C. of Ohio: "In case the Board of Education of any school district establishes part-time day schools for the instruction of youth over fifteen years of age who are engaged in regular employment, such Board of Education is authorized to require all youth who have not satisfactorily completed the Eighth Grade of the elementary schools to continue their schooling until they are sixteen years of age; provided, however, that such youth, if they have been granted Age and Schooling Certificates and are regularly employed, shall be required to attend school not to exceed eight hours a week between the hours of 8 A.M. and 5 P.M. during the school term."

Note: — Attendance will be obligatory during the school year of 1913-1914 four (4) hours a week; hours to be arranged, as far as possible, to suit the convenience of employers.

VOCATIONAL AND MORAL GUIDANCE

NO. 6. CONTINUATION SCHOOL BLANK

CHILD'S NAME	ADDRESS
DATE OF BIRTH	AGE
NAME OF PARENT OR GUARDIAN	ADDRESS
FIRM	ADDRESS
INDUSTRY	CHILD'S OCCUPATION
SCHOOL LAST ATTENDED	GRADE COMPLETED
ASSIGNED TO	CONTINUATION SCHOOL
DATE	

A BUREAU'S SYSTEM OF CARD INDEXES

NO. 7. THE WORK CERTIFICATE

Nov., 1913—5M.

CINCINNATI PUBLIC SCHOOLS

Age and Schooling Certificate

(For Minors who have complied with the requirements of Section 7706 of the Laws of the State of Ohio, passed April 24, 1913, and who are at work.)

I, HELEN T. WOOLLEY, being the person duly authorized by the Superintendent of Schools of the Cincinnati School District, of Hamilton County, Ohio, hereby certify that....., the description of whom is as follows:

Height.....feet.....inches; complexion.....; hair.....; eyes.....; sex.....; was born at.....in the county of.....State of.....on the.....day of....., 189...; that.....has presented the credentials of physical fitness, age, educational qualification, and employment required by Section 7706, O. L. 1913, and that these have been approved and filed in this office. This certificate is approved by me, and has been signed in my presence this.....day of....., 191...

..... Signed.....
(Signature of child) (Title of approving officer)

I, RANDALL J. CONDON, Superintendent of Schools of Cincinnati School District, Hamilton County, Ohio, hereby certify that I have duly authorized the above-named HELEN T. WOOLLEY to approve the above age and schooling certificate.

Signed RANDALL J. CONDON,
Superintendent of Schools,
Cincinnati School District.

VOCATIONAL AND MORAL GUIDANCE

NO. 8. FILING RECORDS

Age and Schooling Certificate Record

No. M Cincinnati, O., 191
Name Born
In
Height Weight Hair
Eyes Complexion
School Grade
Parent }
Guardian } Name
Residence Occupation
.....
Employer Work
Wages Left School

NO. 9. EMPLOYER'S FILING CARD

Employer
Cert. No. Name Date of Birth
Date of taking Date of leaving
Cert. sent Cert. returned
Child's Occupations
.....
Wages. Initial Subsequent
.....
Child's reason for leaving
.....
Employer's reason
.....
.....

A BUREAU'S SYSTEM OF CARD INDEXES

NO. 10. RECORD OF TRUANCY (FACE)

NAME

RESIDENCE

AGE		PARENT OR GUARDIAN					SCHOOL					GRADE			
Y	M														
A For Absent		½ For Half Day		T For Tardy		X For Date Referred									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	TOTAL
															Half Days Absent
No. Times previously referred during School Year														Tardy	
Remarks :															

Principal's Signature

Date

PRINCIPAL NOT TO WRITE BELOW THIS LINE

Date Received

Date Reported on

Date Visited

Officer

NO. 10 (REVERSE)

CAUSE OF ABSENCE	ACTION OF TRUANT OFFICER	DETAILS
Moved to	Notified parent	
Enrolled in	Notified child	
Legally employed	Notified employer	
Dead	Referred to Chief	
Child sick	Truant Officer for	
Sickness in family	Prosecution	
Death in family	Child	
Poverty	Parent	
Willful truancy	Employer	
Neglect of parent	Relief	
Illegally employed	Special investigation	
Other illegal absence		
Can't find		
INSTRUCTION TO PRINCIPAL		
Drop Name		
Transfer to		
Notify Truant Officer if Child fails to attend on or before 191		Approved by Chief Truant Officer

CONTRIBUTION VIII

APPLICATION OF VOCATIONAL GUIDANCE TO THE YOUNG MEN'S CHRISTIAN ASSOCIATION

BY THE EDUCATIONAL DEPARTMENT OF THE ASSOCIATION
AT MINNEAPOLIS, MINNESOTA

The educational and employment departments of the Young Men's Christian Association have been pioneers in the field of vocational guidance. Several associations have had special advisers and have developed very successful methods in counseling the young men who apply to them for admission to evening classes or for assistance in finding a suitable occupation. The associations in Boston, Buffalo, New York, Cleveland, and Minneapolis have all worked along similar lines. The blank forms reproduced in this contribution are those used by the Minneapolis association.

The young man, upon his first interview with the counselor, is given good advice in regard to the problem of choosing a vocation and is handed the following folder to read and study seriously before he attempts to arrive at a final decision in the matter.

SOME GENERAL CONSIDERATIONS TO BE KEPT IN MIND WHEN CHOOSING AN OCCUPATION

Choosing an occupation, or deciding upon a life work, is one of the most important questions a man is called upon to decide. It is much more important than hunting a job, for it determines in large measure the trend of development of the whole of one's future

YOUNG MEN'S CHRISTIAN ASSOCIATION

life. There are, accordingly, a few considerations of fundamental importance. Some of these are:

1. To know as accurately as possible your own aptitude and ability as well as your own deficiencies. In seeking to know yourself, make a careful and absolutely honest analysis of your own character. Putting this down on paper is not as simple a matter as it appears on the surface. A good plan is to find out what your friends and those who really know you best, think of you, and thus check your own impressions. You will find the thought and effort put into this work extremely helpful.

2. Secure accurate first-hand knowledge of as many occupations as possible. Observe as closely as you can the advantages and disadvantages of each. Discover the particular kind of ability or training productive of the highest results in each. As far as opportunity makes possible, try yourself in as many lines as seem to you promising. Feel your way when you can't see clearly.

3. General considerations:

(a) Pronounced success in any occupation a man chooses comes only to the one who finds genuine joy in his work.

(b) Large salaries are paid only for high quality or large quantity of work. A man who is not adapted to the work in which he is engaged can measure up to this standard only by long years of forced adjustment. This is not economical and does not produce happiness and contentment.

(c) Select that vocation in which your own particular kind of ability will be of largest service to your fellows as well as produce the most for yourself. In the long run a lower motive than this will fail to be really satisfactory.

(d) Remember that all forces follow the lines of least resistance, so avoid those occupations which seem to be overcrowded, whenever your particular ability can be utilized along other lines. This does not mean that difficulty should be dodged, but rather that effort should be invested in such channels as will be productive of the largest results.

(e) If you can choose between positions, take the one which will most fully develop your own initiative and give you the best opportunity for development without reference to immediate returns in the form of salary.

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(f) Other things being equal, it is wise to choose that occupation in which you can utilize to the fullest extent your previous training and experience.

The next and most important step in the process is the self-analysis. The thoroughness with which this is done is shown in the confidential blank which is filled out by the applicant before he has his interview with the expert analyst.

SELF-ANALYSIS BLANK

(Confidential)

Please fill out this blank, in private, and hand to Mr. Blumenthal at the time of your first interview. Be very frank in giving this confidential information, for you want accurate advice.

Full name.....Age.....
Residence.....
Phone.....

1. Full name.....
2. Age..... 3. Height..... 4. Weight.....
5. Residence..... 6. Telephone.....
7. Are you married?.....
8. Where were you born?.....
9. Live at home?.....
10. If not, why not?.....
11. Is your father living?.....
12. His occupation.....
13. Are there any hereditary diseases in the family?.....
14. Is your health good?.....
15. If not, what is your trouble?.....
16. Do you take regular physical exercise?.....
17. Are you interested in sports?.....
18. In which do you take part?.....
19. How much schooling have you had?.....
20. What are your favorite studies?.....
21. In what studies are you weak?.....

YOUNG MEN'S CHRISTIAN ASSOCIATION

22. What kind of reading have you done?
23. What line of reading are you following?.....
24. What is your hobby?.....
25. Indicate occupations you have followed, stating your present occupation last.....

OCCUPATION	HOW LONG IN IT	HOW DID YOU LIKE IT
<i>a.</i>
<i>b.</i>
<i>c.</i>
<i>d.</i>

(Base your answers to the following questions on your actual experience during your previous employment, schooling, and recreation. Do not answer "Yes" or "No" unless you have a considerable number of instances which justify your answer.)

26. Does your mind concentrate or skip around?.....
27. Can you plan well and carry out your plans, weighing the consequence ahead of time?.....
28. Do you work best when your work is directed by others?.....
29. Have you self-confidence?.....
30. Have you patience?.....
31. Are you inclined to be lazy?.....
32. Do you act impulsively?.....
33. Do you make friends easily?.....
34. Are you fond of company?.....
35. Are you sensitive?.....
36. Are you inclined to think yourself misunderstood?.....
37. Are you most interested and at home with things — machinery, tools, etc. — or with men or with ideas?.....
38. Do you enjoy business — buying and selling?.....
39. Do you find yourself assuming a position of leadership among your fellows in your work or recreation?.....
40. Can you remember things well and for a considerable period?
41. Do you remember people — names and faces?.....
42. Are you persevering?.....
43. How do you spend any leisure time you may have?.....
44. What do you look for first in the newspapers?.....
45. Do you consider yourself absolutely honest?.....

VOCATIONAL AND MORAL GUIDANCE

46. What habits or vices do you have to fight down in yourself?
47. Are you trustworthy?.....
48. Are you conscientious?.....
49. What is your religion?.....
50. Are you a church member?.....
51. Are you engaged in any church activity?.....
52. Are you self-supporting?.....
53. How many depend on you for support?.....
54. Can you save money?.....
55. What training or special preparation have you had for your present position?.....
56. What is your chance for promotion?.....
57. Upon what do you base your hope of promotion?.....
58. What special ability have you?.....
 - (a) Mental.....
 - (b) Physical.....
 - (c) Will power.....
59. What limitations or defects have you?.....
60. What is your greatest ambition?.....
61. What life work do you think you prefer?.....
62. What training or special fitness have you had for this work?
63. Are you willing to pay the price in hard work to attain success?.....

Remarks.....

.....

The information found upon the analysis blank is used as a basis for a confidential interview with the counselor. A personal conference usually obtains much additional data upon which advice can be given.

After this self-analysis has been satisfactorily worked out, the expert analyst records his examination of the applicant, using the following form to chart the characteristics of the applicant and to indicate the field of endeavor in which he may reasonably expect to succeed.

YOUNG MEN'S CHRISTIAN ASSOCIATION

ANALYSIS BLANK

USED BY

CONSULTING VOCATIONAL ANALYST

Name.....

Date.....

THE MIND IS THE MAN

The body is simply the instrument through which the mind manifests itself. The mind is manifested through numerous organs. Each is primary and independent in its function, doing its own work, and not doing the work of any other. Each of these powers is manifested by or through a particular nerve, organ, or portion of the brain.

The mental powers are possessed originally in different degrees by different individuals, and also by the same individual. One possesses ten talents, another five, another one. Each mental power grows stronger and becomes more skillful by proper exercise. Our accountability is just in proportion as we make a good or bad use of these talents. Each mental power was created for the purpose of doing good, and was intended to be so used.

Temperamental characteristics

The difference between the mental and physical activity of individuals is mainly temperamental, denoting a mixture of the various elements entering into the constitution of the human brain and body, and characterizing mind and body in accordance with the predominance of the different qualities. Hence the division of the temperamental characteristics into Mental, Sanguine, Bilious, and Vital or Lymphatic.

1. Mental: indicating a preponderance of the perceptive and reflective faculties.
2. Sanguine: indicating a preponderance of the circulatory and respiratory organs.
3. Bilious: indicating a preponderance of the muscles and veins.
4. Vital or Lymphatic: indicating a preponderance of the abdominal form and consequent greater sluggishness of mind and body.

VOCATIONAL AND MORAL GUIDANCE

A well-balanced temperament indicates a harmonious blending of the above four temperaments.

Mental characteristics

Intellectual faculties.

Perceptives or powers of observation. Large Average Moderate

Reflectives or reasoning. Large Average Moderate

Activity. Large Average Moderate

Physical characteristics

Animal propensities. Large Average Moderate

Organic quality. Robust Average Delicate

Activity. Large Average Moderate

Moral characteristics

Social inclination. Large Average Moderate

Abilities and talents

Artistic; Literary; Scientific; Commercial; Mechanical; Varied.

General characteristics

Power of mental concentration. Large Average Moderate

Physical energy or application. Large Average Moderate

Reliability. Large Average Moderate

Cheerfulness. Large Average Moderate

Self-control. Large Average Moderate

Executive ability. Large Average Moderate

Ability to undertake marital responsibilities. Large Average Moderate

VOCATION IN WHICH SUCCESS MAY REASONABLY BE EXPECTED

Vocational classification

Artistic: draftsman, engraver, musician, music teacher (vocal or instrumental), portrait painter, landscape painter, ornamental designer, photographer, sculptor, etc.

Literary: actor, author, clergyman, newspaper correspondent, editor, elocutionist, judge, lawyer, lecturer, librarian, linguist, reporter, teacher, etc.

Scientific: architect, anatomist, chemist, physician, surgeon, civil engineer, surveyor, etc.

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Commercial: accountant, agent, auctioneer, banker, bookseller, broker, cashier, collector, insurance man, manufacturer, publisher, retail salesman, wholesale or specialty salesman, real-estate speculator, manager, superintendent, retailer.

Mechanical: automobile manufacturer, blacksmith, builder, carpenter, compositor, electrician, engineer, inventor, machinist, plumber, tailor, tinsmith, jeweler, shipbuilder, manufacturer, printer, etc.

Agricultural¹: dairyman, florist, gardener, horticulturist, landscape gardener, sheep farmer, stock raiser.

Summary and Special Remarks

.....

.....

Whenever possible the applicant is sent to some successful man in the vocation toward which he has been directed. This man who has made a success of his life-work is best fitted to give a full explanation of the demands of the vocation itself. He is asked to give the applicant an honest and frank opinion of his qualifications for the vocation under consideration, and, in answer to questions, to give him some solid facts to think about. The blank used for this purpose follows:

BUSINESS MAN'S CHART

NOTE. Business-men counselors are requested to be absolutely frank. If fearful that the applicant's feeling may not stand the truth, mail this instead of sending it back by him.

Name of applicant.....

How does the applicant impress you as a candidate for the occupation of.....

In what respects do you think him adapted for this occupation?

.....

¹ Pursuits of an agricultural nature should be combined with a scientific training. Knowledge of crops, soil, etc., can be best obtained by scientific study and experience.

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- In what respects not adapted?.....
Do you think he would enjoy this occupation?.....
Do you think he would succeed in this line?.....
What training, education, or apprenticeship would you advise him
to undertake to qualify for this position?.....
Remarks.....
.....

FACTS ESSENTIAL TO THE YOUNG MAN WHO IS TO SUCCEED IN YOUR OCCUPATION

1. What traits of character are required for success in your occupation?.....
2. What traits of character would unfit a young man for it?.....
3. What special lines of ability are required?.....
4. How may the possession of such ability be discovered?.....
5. What education and experience are necessary to fit one for entering the occupation?.....
6. What are the conditions under which one may enter it — legal age, examination, apprenticeship, etc.?.....
7. What are the attractive features of the business?.....
8. What are the unattractive features of the business?.....
9. What future is there —
 - (1) for the man of average ability?.....
 - (a) In position?.....
 - (b) In salary or profits?.....
 - (c) In service to the community and prominence in it?.....
 - (2) for the man of unusual ability?.....
10. Upon what does increase in salary and position depend?.....
11. What are the working conditions of the business — hours, environment, etc.?.....

Employment seasonal or steady?.....
12. What competitive conditions of industry are there?.....
13. At what position and salary would a beginner naturally start?.....
14. What special preparation or training would you advise the beginner in your occupation to take up?.....
15. Remarks.....
.....

YOUNG MEN'S CHRISTIAN ASSOCIATION

The educational secretary is now ready for the final interview with the inquirer. He has the data necessary to guide him advisedly toward a position that will be in line with his vocational ambition and also toward the educational opportunities that will prepare him for entrance upon his vocation or for greater efficiency in his chosen field. Records of all cases are kept and filed. The following blank completes the series :

EMPLOYMENT SECRETARY'S BLANK

Name.....

Occupation under consideration (named in order of preference)

Firms to investigate in search of such position :

FIRM

WHOM TO SEE

How to approach these employers for position.....

Information regarding the position of.....in Minneapolis

Opportunity for training and advancement.....

Disadvantages of this occupation.....

Advantages of this occupation.....

Education, training, or apprenticeship suggested for applicant in entering this occupation.....

Remarks.....

Summary and Decision

(To be filled out by the applicant in consultation with the Vocational Secretary, or the City Secretary for Boys if applicant is under eighteen years of age.)

1. The weight of opinion and my own inclination favor the occupation of.....

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2. To prepare for this vocation I plan to follow this line of training.....

3. To increase my chance for success I propose to follow these rules of living:

Moral.....

Mental (course of study and hobby advisable).....

Physical.....

CONTRIBUTION IX

THE LIBRARIAN'S PART IN VOCATIONAL GUIDANCE

BY MARY E. HALL, GIRLS' HIGH SCHOOL, BROOKLYN, N.Y.¹

Our first duty as librarians, if we are to aid intelligently in this new movement in education, is to take time to read a few of the best books or magazine articles on different phases of this work as it is being developed in the different cities. Once familiar with the general movement, we must get in touch with the work in our own schools. It would be well to find out the names of the counselors or advisers to the students and invite them to a conference with you or your staff on ways in which you can help them in their work. Find out their special plan of work and how you can best aid them by means of lists, reserve shelves for books, sending books to the school building, etc. Your counselors will probably be the very finest men and women of the teaching corps of your city or town. Their new work means the use of books, catalogues, pamphlets, and a practical use of library methods in keeping a card index of pupils, occupations, etc. They will probably welcome what suggestions you can give them as to the methods of keeping material, clippings, pamphlets, etc., and may be glad to

¹ Miss Hall's contribution was given as an address before the Massachusetts Library Association and is printed through the courtesy of the American Library Association.

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turn that all over to you as librarian. Invite them to an informal afternoon tea with you, as has been done so successfully in Binghamton, New York, and in Somerville, Massachusetts. You will probably get more suggestions from them in this informal way than by a more formal conference. Make use of any invitation you may have to speak to the teachers in their own faculty meeting. Here the school librarians have an unusual opportunity to get the teachers' point of view. In the small town where the librarian knows everyone, she herself would often make the best possible counselor. If the work has not been started in the schools, create an interest in your library by bulletins calling the attention of the teachers and principals to interesting books and magazine articles on this subject, and let them know the resources of your library.

In all of our libraries there is a great amount of possible material for this work, but it is so widely scattered in different classes of the decimal classification that much of it is lost to teachers and students. Much of this material is old, and its information on occupations is out of date. These books should be carefully weeded out. We need new subject headings and cross references in our card catalogues to aid teachers looking up material on vocational guidance. At present this term does not appear in many card catalogues of large city libraries. A reclassifying of many books would increase their use. At present books which ought to stand side by side on the shelves, as far as their use to teacher or pupil is concerned, are scattered in many different classes. Here is a list of the various classes where, in a single library, different books with the same general purpose — to show young people what occupations

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were open to them—were classified: 607, 331, 174, 374, 304, 177, 396, 640, 658. In some of the high-school libraries all these books have for convenience been put in one or two of these classes with greatly increased use. When this movement began, even the trained and experienced librarian had to do some conjuring to corral the books needed by the vocational advisers. There were no printed lists, and one had to rely on one's own knowledge of the kinds of books needed and the possible places in the classification. It might be possible for librarians in general to decide upon some one class number where general books on vocational guidance could be grouped.

A typewritten or printed list of the resources of your own library and of the best printed bibliographies of other libraries should be sent to the principals and vocational counselors of each school. The Grand Rapids Public Library list is most suggestive for books that are inspirational and stimulating along ethical and civic lines, and the Brooklyn Public Library list "Choosing an Occupation" is particularly strong on occupations.

While the list is of first importance to the teacher, the suggestive grouping of books on the shelves will probably be the best means of reaching the boys and girls, especially if books are supplemented by attractive bulletins.

Have in your teachers' rooms, or in a corner set apart for your teachers, a "counselor's bookshelf," as it is called in the Central High School of Grand Rapids. Reserve on this shelf books which would appeal more to the teacher than to the pupil and be suggestive in her work of guidance. Have special shelves in a young people's corner with the heading "Choosing a Career"; and under some of the

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headings in the list on vocational guidance published by the Public Library of Grand Rapids in October, 1913, group books which will appeal to boys and girls on such topics as "Elements of Success in life," "Occupations for Boys," "Vocations for Girls," "Some Successful Men," "Notable Women of Recent Times," etc. Have a shelf of books and other references on "Going to College." Group books on special occupations—for example, secretarial work, law, medicine, teaching—and with these include pamphlets on these subjects, binding the pamphlets in something similar to the Gaylord pamphlet binders, so that they can be borrowed for home use. After arranging all books which are of a general nature and interesting to both boys and girls, set aside a special shelf or shelves for the boys and let them feel that that is their particular section, and use the same plan for bringing together the books which appeal to girls. Many such biographies as Booker Washington's "Up from Slavery," Jacob Riis's "Making of an American," etc. appeal quite as much to the girls as to the boys and should be on the general shelves. But books on occupations for men and those on occupations for women are better grouped separately.

Keep your vocational shelves full of only live books which really make an appeal to the students. Do not store dead wood. Your best knowledge of these books will come from personal talks with the boys and girls as they bring back the books. Find out what books they like best and why they like them. Encourage them to be perfectly frank with you, and do not be shocked or unsympathetic if what seems to you trite and mediocre is a favorite book with some of these students. It is hard for us to realize how

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little some of them have had in their home training. The Marden books may seem to say everyday things that everyone ought to know, but they are the greatest inspiration to many a boy or girl. One would think that a girl's common sense would tell her some of the things that Ruth Ashmore tells in her "Business Girl," but it was an eye opener to one high-school pupil who was about to leave school for work. What would have no message for you or for the teacher would be a revelation and opening of new doors of vision to many students in our elementary schools and high schools. Ask the English teacher to introduce book reviews in her English work in the high school, and to have the boys and girls write freely their opinions of the vocational books they have read. Their papers will be of the greatest help to you in your work with them, if the teacher has succeeded in getting reviews which are spontaneous.

The librarian and teacher will find some of the most practical aids in this vocational work in the inexpensive literature published in the cities where the vocational guidance movement is organized. For the pupils in the last year or so of the elementary schools there are the attractive pamphlets published by the Vocation Bureau of Boston, and the Girls' Trade Education League, Boston, such as pamphlets on the grocer, the baker, etc. for boys, and on bookbinding, paper-box making, dressmaking, etc. for girls. For the high-school pupil or the college student there are the pamphlets on the architect, the banker, the landscape architect, etc. ; and for girls the publications of the Woman's Educational and Industrial Union, of Boston, on bacteriological work for women, medical social service, real estate, etc. The publications of the New York

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High School Teachers' Association are also suggestive and practical. Pamphlets of this kind can be bought for from five to fifty cents each. The information is up-to-date and reliable, and often they are better than any books. Many of these are too small to stand on the shelves, as they are easily lost. They can be bound in rope manila paper and filed in pamphlet boxes, which should stand on the shelves with the books on a subject; for example after the books on occupations in general for girls, place on the shelf a pamphlet box labeled "Domestic Science," and collect in this box all small pamphlets, clippings which you have mounted, etc. on that topic. In this box should be catalogues of any school of domestic science where one could train for the work. Teachers College, Columbia University, prints special pamphlets showing its courses in this subject; the same is done at Simmons College, etc. Where the domestic-science course is printed only in the general catalogue of a vocational school or college, bring the course out in a card index of vocational material. This card index should be made as suggestive as possible of the resources of your library. Analyze your college and school catalogues as far as vocational subjects are concerned. Enter in this card index under the names of occupations references to catalogues, pamphlets, clippings, and to magazine articles on those occupations; for example, "Secretarial Work" should appear as one of the headings, and under that heading cards should be filed for all material you have on that subject, or a reference made to "The Readers' Guide," if that seems wiser, for the magazine articles. As a rule, it will pay to bring out particularly good magazine articles in this vocation index. Get your teachers who are specialists to make

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out for you an outline of necessary qualifications, where to prepare, etc. for successful work in their line ; for example, our own physical-training department worked out for our library a typewritten outline on physical training as an opportunity for high-school graduates. Qualifications for successful work in this field are stated, a list of all the best training schools for physical training is given, and the cost of board and tuition in each is listed. There is also a list of positions filled by graduates of these different schools, minimum and maximum salary which can be expected, etc. These outlines can be made for the librarian by the art teachers, the domestic-science teachers, etc. Students will often want to borrow not only this outline for their parents to see but also the catalogues of the schools mentioned. The library should have a full supply of up-to-date catalogues of colleges and vocational schools.

Daily papers and magazines are full of excellent material on various occupations, on how men are succeeding along certain lines, on some of the secrets of success in the lives of our successful men and women, and on the difficulties which they have overcome. A volunteer corps from the high school could probably be secured to collect from all the students gifts of clippings, to sort, mount, and label them and keep them in large manila envelopes in a vertical file, or, as in the Chicago Public Library in the civics room, in pamphlet boxes with the pamphlets. Boys are usually eager to help in the library and can do this pasting of clippings well, if once trained. Clippings can be mounted on the cheapest mimeograph paper and all on the same subject filed in one envelope ; for example, "Law," "Stenography," etc. should have each its own envelope.

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Some of the most important work the library can do is by way of suggestion, and with very little expense or labor a librarian can make the vocational bulletin board a live factor in this work. Nothing elaborate need be attempted. Given the bulletin board of burlap or cork, let teachers and pupils know that suitable contributions of pictures, post cards, clippings, quotations that will prove stimulating and inspiring, etc. will be welcomed. See whether a class in the high school would not volunteer to take charge of this bulletin board for one month, and have an editorial committee of three appointed to change the bulletins every week. Post portraits of successful men and women of to-day (successful in the highest meaning of that term), with short sketches of their lives, of what they have done in business or in social service. Select some suggestive quotations from Booker T. Washington on "Work," some of the splendid things Carlyle and Ruskin have said, Dr. Van Dyke's little sonnet on "Work" in his "Three Best Things," all of which have interested high-school boys and girls. Post the small pamphlets on occupations for boys and girls — those of the Boston Vocation Bureau for boys, of the Girls' Trade Education League, etc. Have post cards showing pictures of the colleges and vocational schools where some of the students may go to prepare for their work, and brief accounts of what these offer to boys and girls. Post President Hyde's words on "The Offer of the College" in his "College Man and College Woman." A suggestive center for a bulletin board is the beautiful colored reproduction of E. H. Blashfield's mural painting on the wall of the Great Hall in the College of the City of New York. This represents Alma

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Mater leading the graduate out into life with the lighted torch which has been kindled by the college. Symbolical figures show what the past has contributed through the college to fit the boy for life ; the great cities of the past are represented, — Rome, Athens, etc., — also the famous men of all times in science, literature, public life, etc. The picture appeals to the boys and girls. Another picture admirably suited for the vocational bulletin board is the memorial to Alice Freeman Palmer in the chapel of Wellesley College. Here is expressed the same thought — Alma Mater leading a girl into life with the lamp of knowledge lighted by the college. Reproductions of this beautiful work of Daniel Chester French can be purchased in Wellesley and probably in other places. Through your bulletin board call attention to interesting articles in magazines, and to new books which will be likely to appeal. Annotate your book lists to arouse interest.

Organize clubs among the pupils in the upper grades of the elementary school or in the four years' course in the high school, or possibly among those who have left the grammar school and are already at work. Let them study the different occupations, the lives of men who have succeeded in them, and discuss the opportunities which they offer, the qualifications for success, the preparation needed. Encourage debates on the vocations, as " Resolved, that the factory girl is better off than the girl who goes out to do housework," " the work of the plumber *vs.* that of the carpenter," etc.

Have men and women come to your library and give brief talks on the occupations in which they have succeeded and the things that make for success. For elementary-school children invite a plumber, a printer, a saleswoman from a

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department store, etc. to speak, if you can find those who can do it. If you know of some one who has gone out from your own community and has succeeded, have him speak to the young people in your library, if he comes back to town occasionally. If some one has gone out from the high school and has made his way in the world, invite high-school pupils to hear him. In the Erasmus Hall Library, Brooklyn, New York, a series of such talks was given to the students, one hundred only out of a school of two thousand or more being admitted at a time, and that by ticket. Tickets could be had for the asking, up to the limit. This limitation made the tickets greatly prized. Speakers were secured on all kinds of occupations in which men and women are engaged. At afternoon tea afterwards, boys and girls had a chance to ask questions and talk freely with these successful men and women. Representatives of some of the fine vocational schools spoke at these library meetings, telling of what training meant to many a boy or girl in helping him to just the right kind of work.

The plan in Washington, D.C., of sending out from the public library a more or less personal letter to every boy or girl graduate as he or she leaves the high school might be adopted by many public libraries. This letter calls attention to what the public library offers the boy and girl in increasing their efficiency in business, opportunity for self-education, etc.

Lastly, and most important of all in this work which the library can do in vocational guidance, is the personal work of the librarian with the teachers and boys and girls. We have our library material well organized, our machinery in

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perfect working order, but if the human touch is lacking, we shall fail to accomplish all that we ought. In our children's rooms the public library lays the very greatest stress upon the personal equation, the fitness of the librarian to play the part of sympathetic "library friend" to children. Few libraries as yet have provided the same kind of library friend for the boys and girls of from fourteen to eighteen, who leave the children's room and go out into the adult department of the library with no one thereafter to guide their reading. At this crucial period, when character is developing so rapidly, when they are ready for some of the best things that books can give and for some of the world's best books, we have left them to flounder about as best they can. High-school libraries as a rule have failed to realize their great opportunity, and the teachers have too often made the use of school and public library a task rather than a pleasure. In this vocational-guidance movement comes a call for teachers and librarians to join forces in giving the same careful guidance to the adolescent in his reading that we have heretofore given the child. Where a high school has study periods, there is a marvelous opportunity for the librarian of the public library to persuade the Board of Education to appoint a trained and experienced librarian to take charge of the library or to permit one of your library assistants to go over to the high school and take charge of the school library during the school day, or at least during the study periods when pupils are free to come in and read. Such coöperative arrangements have been made in the cities of Passaic and Newark, New Jersey; Cleveland, Ohio; Portland, Oregon; and Madison, Wisconsin.

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Once let the right kind of librarian work with teachers and pupils within the school, and we shall at last have found and cemented fast the connecting link between the public library and the high school. This work within the school, instead of diminishing the use of the public library by high-school pupils, will increase it a hundredfold. The librarian in the high school will be able to get the school point of view in many matters, will know each teacher and student individually, will have opportunity for talking to the students in classes, in clubs, in groups in the library at noontime, and will also have what is asked for so often and what the school librarian prizes so much — a private talk with a boy or girl about books or more frequently about life's problems as they come to boys and girls at this age. For the boys discouraged by some physical disability she can recommend Mrs. Shaler's book of courage, "Masters of Fate," unfortunately lost in most of our libraries by being classed in 130, a shelf of books that few of the general public visit. For the girl who has failed or has lost faith in herself she will recommend Dr. Gulick's "Mind and Work" or the charming life of Alice Freeman Palmer, and drop the remark as she hands out the book, "You know she failed once, but finally won success." Many students have the wrong attitude toward work and need help along this line. A girl would make a first-rate milliner, but chooses to be a teacher because in her mind it is "more respectable." Some of Booker Washington's paragraphs on work, especially manual work that needs to be done, will help here. For the last two years of elementary school and the four years of high school I cannot too strongly emphasize the importance of biography,

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particularly modern biography — lives of men and women of our own generation. We have splendid material for this work — lives of Edison, Dr. Grenfell, Jane Addams, Ellen Richards, Helen Keller, and Jacob Riis's "Making of an American"; and for older boys the life of William Henry Baldwin by John Graham Brooks, entitled "An American Citizen."

Dr. Parsons in his "Choosing a Vocation" reminds us that if we can help a student "to choose a work in which his best abilities and enthusiasms will be united," we can lay a foundation for his success and happiness. Such an occupation means love of work, high economic values, superior product, efficient service, and good pay. If a man's best abilities and enthusiasms are separated from his daily work, if his occupation is merely a means of making a living and the work he loves to do is side-tracked or pushed out of the way altogether, he will be only a fraction of the man he ought to be.

Let us in this work with our boys and girls help them to realize with Dr. Henderson what he calls, in his "Education and the Larger Life," the splendor of life.

Life is so great a possession, so unending a procession of delightful possibilities, that each day ought to be a new gladness and every day a veritable holiday. For all the work that is worth doing, rightly handled, is the greatest fun of all the fun that is. Only the work must be worthy, not unnecessary toil, but sturdy, honest work that you can put your whole heart into and do just because you would rather do just that particular thing than anything else in the world.

CONTRIBUTION X

CIVIC AND VOCATIONAL ORGANIZATIONS IN THE PUBLIC SCHOOLS

A JUNIOR ASSOCIATION OF COMMERCE

Commercial organizations in many cities are interested in promoting plans to encourage the boys of the community in studying local industries and vocational opportunities and also in sharing with their elders some social and civic responsibilities.

The Junior Association of Commerce of Grand Rapids, Michigan, is organized under the auspices of the Association of Commerce of that city among boys of high-school age. One of the senior board of directors is chairman of the committee on the Junior Association. This committee of business and professional men take an active part in promoting the interests of the juniors, and each member acts in an advisory capacity in coöperation with one of the regular committees of the Junior Association. Meetings are held in the rooms of the senior association and certain club privileges are extended to the junior members on Saturday mornings. The juniors join with the seniors in civic campaigns and in acting as hosts for conventions ; and they are guests at the annual banquets of the seniors, sharing with their fathers the spirit of loyalty to the community and the inspiration of social and civic patriotism.

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CONSTITUTION OF THE JUNIOR ASSOCIATION OF COMMERCE

ARTICLE I

NAME

The Organization shall be called the Grand Rapids Junior Association of Commerce.

ARTICLE II

PURPOSE

The purpose of this Organization shall be to study the vocational opportunities for the young man in Grand Rapids; to give its members a broader view of the world's work; to connect the work of the public schools with the life of the community; and to assist the Senior Association in its work of advancing the general welfare of our city.

ARTICLE III

MEMBERSHIP

SECTION 1. Grand Rapids boys who have finished the eighth grade and are not over twenty-one years of age are eligible to membership in the Junior Association of Commerce.

SECTION 2. Any boy becoming a member of the Grand Rapids Junior Association of Commerce shall be honorably bound to conform with its rules, Constitution and By-Laws.

SECTION 3. Membership shall be forfeited by the non-payment of dues. Any member shall be suspended for conduct which, in the judgment of the Executive Committee, endangers the welfare of the Organization.

SECTION 4. Any boy desiring to become a member of the Junior Association of Commerce shall make application to the Membership Committee, who will submit the name to the Board of Directors for approval.

ARTICLE IV

DUES

The dues shall be twenty-five (25) cents each school semester.

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ARTICLE V

OFFICERS AND DIRECTORS

SECTION 1. The Officers of this Organization shall be a President, two Vice-Presidents, Treasurer, Secretary, and twelve Directors. The officers shall be elected by ballot of members and shall hold office for one year and until their successors are duly elected and qualified, except the Directors, six of whom at the organization of this Association shall be elected for one year and six for two years, and each succeeding year six Directors shall be elected to serve two years. The President and two Vice-Presidents shall not be eligible for election for more than two years in succession. Elections shall require a majority of all the votes cast.

SECTION 2. The Board of Directors shall consist of the officers of the Association, the twelve Directors, and the Chairman of the Senior Association Committee on Junior Association. This board shall be a policy-determining body directing the general work of the Association. Vacancies in office shall be filled by the Board of Directors.

ARTICLE VI

STANDING COMMITTEES

SECTION 1. The following Standing Committees shall be elected by the Board of Directors: Membership, Program, Boy Welfare, Entertainment, and such other committees as may be determined by the Board of Directors.

ARTICLE VII

MEETINGS

SECTION 1. Committee meetings may be called by order of the Chairman, or upon the request of two members of the Committee.

SECTION 2. The annual meeting of the Organization shall be held on the first Saturday in October of each year.

SECTION 3. The regular meetings of the Board of Directors shall be held on the first Friday of each month. Special meetings of the Board of Directors may be called by order of the President, or upon request of two Directors.

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SECTION 4. Special meetings of the Organization shall be called by the Board of Directors, or at the written request of at least fifteen members, said request to specify the object and purpose of the meeting.

SECTION 5. A quorum of the Board of Directors shall be five members, of the Organization twenty-five, and of any Committee of five or more, three members.

SECTION 6. It shall require a two-thirds vote of the active membership to change any portion of this Constitution.

ARTICLE VIII

ELECTIONS

On the third Friday of September the Board of Directors shall meet and nominate two candidates for each elective office, to be voted upon at the annual election. All voting shall be done by ballot. Any member, who so desires, may, at the annual meetings, nominate other candidates for the offices to be filled.

ARTICLE IX

OBLIGATIONS

No debts shall be incurred in any one year in excess of the actual revenue in said year. No member shall be held liable or responsible for the contracts, debts, or faults of this Organization beyond the amount in dues which he, or they, may owe. The acts and obligations must bear the approval of the Executive Committee.

All disbursements must be approved by the Executive Committee and checks must be signed by the President and Treasurer.

ARTICLE X

GOVERNMENT

All acts of the Junior Association of Commerce shall be approved by the Committee on Junior Association of the Grand Rapids Association of Commerce. When not in conflict with the Constitution and By-Laws, questions of law shall be governed by Roberts's "Manual of Parliamentary Practice."

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ARTICLE XI

ANNUAL MEETING : ORDER OF BUSINESS

1. Address of the President.
2. Report of the Treasurer.
3. Report of the Secretary.
4. Reports of Standing Committees.
5. Reports of Special Committees.
6. Unfinished business.
7. Miscellaneous business.
8. Elections.

BY-LAWS

ARTICLE I

DUTIES OF OFFICERS

PRESIDENT

The President shall preside at all meetings of the Organization, shall be Chairman of the Executive Committee, sign all papers for the Organization, and act as its chief Executive Officer, exercising a general supervision over its interests and welfare. He shall call special meetings of the Executive Committee upon written request of two members, and of the Organization on written request of five members. The Vice-President shall have the same duties and authority in the absence of the President.

ARTICLE II

SECRETARY

The Secretary shall keep correct minutes of all meetings, notify members of their admission, issue necessary notices, conduct the correspondence of the organization, and shall perform all other duties pertaining to the office as may be assigned him from time to time by the Executive Committee.

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ARTICLE III

TREASURER

The Treasurer shall receive all moneys paid in and shall deposit same in such banking institution as may be designated by the Executive Committee. By order of the Executive Committee and the President, the Treasurer shall disburse funds as provided by the Constitution. His accounts and books shall at all times be open to the inspection of the Executive Committee and President. He shall make a report to the Organization annually, or oftener if requested to do so by the Executive Committee or the President. He shall, if requested by the Executive Committee, give bond for the faithful discharge of his duties in a sum and with sureties to be approved by the Executive Committee.

ARTICLE IV

EXECUTIVE COMMITTEE

The Executive Committee shall control and manage the business of the Organization and the appropriation of funds, but shall have no power to make it liable for any debt to an amount which shall exceed the sum of cash in the hands of the Treasurer. It shall have power to mark out a policy and direct the Secretary and Treasurer how to proceed, and shall work under such rules as it may adopt, not in conflict with the Constitution and By-Laws. The Committee shall audit all claims and accounts of the Organization, make an annual report of same, receive and act on complaints. Special meetings may be called by the President or upon request of any two members.

ARTICLE V

STANDING COMMITTEES

Neglect of any member of the Standing Committees to attend three consecutive meetings shall be deemed a resignation, unless a satisfactory explanation of such absence be given to the Chairman.

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ARTICLE VI

MEMBERSHIP COMMITTEE

The Membership Committee shall consist of nine members, who shall use their best endeavor to increase the membership, and shall examine carefully each applicant for membership and report the result of their investigations to the Board of Directors for action.

ARTICLE VII

ENTERTAINMENT COMMITTEE

The Entertainment Committee shall consist of nine members, and shall have charge of and provide for such entertainments as may be authorized by the Executive Committee.

ARTICLE VIII

PROGRAM COMMITTEE

The Program Committee shall consist of five members, who shall work in conjunction with the Chairman of the Senior Committee in the Junior Organization, in planning the programs for regular meetings and in conducting excursions to the manufacturing and business plants of the city and vicinity.

ARTICLE IX

BOY WELFARE COMMITTEE

The Boy Welfare Committee shall consist of nine members, who shall work in coöperation with the Vocation Bureau, the Juvenile Court, and the Charity Organization in assisting individual boys as opportunity may offer and in the betterment of boyhood conditions in the community.

ARTICLE X

Any officer may be removed from his position for cause by a two-thirds vote of the members at a regular or special meeting of the Organization, thirty days notice in writing having first been given said official.

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ARTICLE XI

All officers and Chairmen of Standing Committees shall report at the annual meeting of the Organization. All books, documents and reports of officers, and reports of chairmen of committees shall be the property of the Grand Rapids Junior Association of Commerce.

ARTICLE XII

All amendments to the By-Laws shall be subject to the same provisions as those regulating amendments to the Constitution.

ARTICLE XIII

ORDER OF BUSINESS

At regular meetings the order of business shall be as follows:

1. Call to order.
2. Reading minutes of preceding meeting.
3. Unfinished business.
4. Communications.
5. Report of treasurer.
6. Reports of committees.
7. Miscellaneous business.
8. Program of day in charge of Department Chairman.
9. Adjournment for excursion or to next meeting.

CIVIC TRAINING AND VOCATIONAL GUIDANCE FOR ALL THE SCHOOLS IN LINCOLN, NEBRASKA

The following is an abridgment of the report of the committee, which proposed an organization that, on the recommendation of Superintendent F. M. Hunter, has been adopted by the board of education as an integral part of the curriculum of the Lincoln city schools:

One of the most patent needs of this community, as of every other, is specific training for efficient citizenship.

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The public schools and the business and industrial institutions of this city should unite in an effort to help direct the young of the community, a great majority of whom must enter some industrial pursuit, to know the industries and the commercial and business life of the city, to think seriously about a place in it for themselves, to choose wisely such a place, and to prepare themselves definitely for it.

It is planned, in accordance with this view, to organize a Junior Civic and Industrial League. The purposes of this league shall be to study, through first-hand contact with the civic and industrial life of the city, the city's civic and industrial needs; to learn, individually and collectively, the obligations and responsibilities of young citizens to their community; to study the vocational opportunities for young men in this city; to make the schools serve more directly the highest interests of the community.

The constitution of the proposed league should be as follows :

ARTICLE I

NAME

This organization shall be called the Junior Civic and Industrial League of Lincoln, Nebraska.

ARTICLE II

PURPOSES

The purposes of the organization shall be: (1) To study the civic and industrial life of the city by first-hand observation; (2) to learn what opportunities the industrial life of the city offers to young men; (3) to teach its members to think seriously and wisely concerning the various vocations studied; (4) to assist in preparing its members to take an active and efficient place in these vocations; (5) to connect more closely the work of the public schools with the life of the community; (6) to teach its members to aid effectively in meeting the civic needs of the community and to assist every civic institution in promoting the general welfare of our city.

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ARTICLE III

ORGANIZATION AND MEMBERSHIP

SECTION 1. The Junior Civic and Industrial League shall be composed of the junior civic and industrial clubs organized in the various public schools of the city.

SECTION 2. The boys of any school maintaining five grades or more may organize a club.

SECTION 3. Any boy in the fifth grade or above may become a member of the club in his school, upon committing to memory and reciting to his teacher the "Ephebic Oath," which is as follows:

"We will never bring disgrace to this our city by any act of dishonesty or cowardice. We will fight for the ideals and sacred things of the city both alone and with many. We will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught. We will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city not only not less but greater, better, and more beautiful than it was transmitted to us."

ARTICLE IV

OFFICERS

Each club as organized in its own school shall have its own officers, consisting of president, vice president, and secretary. The president of each club shall be a member of the board of directors of the league. The officers of the league shall consist of a board of directors, composed of the presidents of the various clubs. The Lincoln High School representative shall be ex officio president of the board of directors and shall be president of the league. The other officers of the board of directors shall be vice president and secretary, and shall be chosen by the members of the board. A committee of the Lincoln Commercial Club shall be official sponsors for the board of directors of the Junior Civic and Industrial League.

VOCATIONAL AND MORAL GUIDANCE

ARTICLE V

ELECTIONS

Each club shall elect its officers before October 1 of each year. They shall serve one year.

The first meeting of the board of directors of the league shall be the first Saturday of October at 9 A.M., at the Commercial Club building. At this meeting the officers of the board shall be chosen. The board shall meet at all other times upon call of the committee of sponsors.

ARTICLE VI

PLAN OF WORK

On Thursday morning of each week one or more of the junior civic and industrial clubs shall meet at 9.30 A.M. at the Commercial Club building. At this meeting a short address shall be given by some Lincoln business or professional man upon one or more of the following-named topics: 1. What constitutes a good citizen. 2. How boys may become good citizens. 3. How boys may help to make the city better, more beautiful, and more prosperous. 4. Necessity for some useful employment. 5. Respect for hard and useful work. 6. Opportunity for boys in his (this particular man's) line of business. 7. What this line of business requires in the way of preparation. 8. How to go about it to prepare specifically for this line of work. The business or professional men who are to speak to the various clubs shall be chosen by the directors of the Commercial Club and the committee of sponsors.

After the address the members of the club will be conducted to the factory or place of business represented by the gentleman giving the address, and to three or four other such places of business. The parties will then be conducted through these plants, and their operations will be explained in detail.

The superintendent of schools is to send to the principals and teachers of the schools an outline connecting the work of the proposed league with the instructional work of the schools. This work is to be accomplished as follows in the different grades:

V-B AND V-A, VI-B AND VI-A

CIVIC AND VOCATIONAL ORGANIZATIONS

Conduct and morals. At least one half the periods during each semester will be devoted to "good citizenship."

English. At least one oral paragraph each month, one written paragraph each month, and one written theme each semester will be devoted to the subject of choosing a vocation or to a boy's (or girl's) opportunity in some specific industry.

A junior civic and industrial club will be formed in connection with the geography class. This club will be affiliated with the general club of the city. Visits will be made to various industries of the city. One geography period per week may be devoted to this and to the discussion of visits to various industries.

VII-B AND VII-A

As in grades V and VI, a major part of the conduct-and-morals time will be devoted to the subject of good citizenship.

The arrangement for prevocational topics in English composition will be the same as in grades V and VI.

Junior civic and industrial club. This grade will take part in this organization and will use such of the arithmetic time, up to one period per week, as is necessary for its organization and for the discussion of visits to various industries. The teacher of arithmetic will have charge of this work in these grades.

VIII-B AND VIII-A

The arrangement for the English work upon prevocational topics will be the same in these grades as in the previous grades.

The community and the citizen. A much more detailed study of civic relations and citizenship will be carried on than in the previous grades. The class will devote one period per week to this work. The period will be taken from the time heretofore given to arithmetic.

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